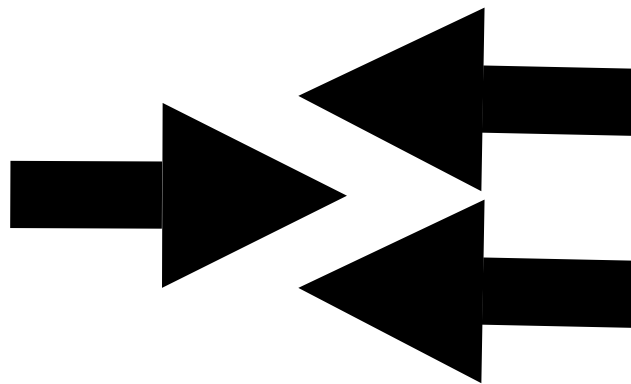


THE TWENTIETH CENTURY:

ONE STEP FORWARD OR TWO STEPS BACK?



Scott Nicholson
Tom Osborne
Amanda Scarlett
Kristen Stenzel
Alex Wright

Table of Contents

1. Unit Overview (Graphic Organizer)	3
(Tom)	
2. Unit Description	4
(Alex and Amanda)	
3. Unit Expectations and Activity Sequence	6
(All)	
4. Assessment and Evaluation Overview	10
(Scott)	
5. Culminating Activity	11
(All)	
6. Activity 1: What is Progress?	19
(Amanda)	
7. Activity 2: How, and Why, Did Technological Development Take-Off in the 20th Century?	24
(Amanda)	
8. Activity 3: Did Decolonization and the Rise of Nationhood Lead to Progress?	39
(Alex)	
9. Activity 4: Human Rights: Can They Be Enforced?	49
(Kristen)	
10. Activity 5: Ideologies: Where Do You Stand?	194
(Tom)	
11: Activity 6: Globalization: Progress or Regress?	226
(Scott)	
12. Annotated Bibliography	250
(All)	
13. Research into Practice	254
(All)	

World History: The West and the World (CHY4U) The 20th Century: One Step Forward or Two Steps Back?

Culminating Activity: Television Show

Working in groups of 2 or 3, students will be asked to design and perform their own television show answering the question of whether the 20th century was a century of progress or a century of regress.

Expectations

Demonstrate an understanding of how the historical concept of change is used to analyse developments in the West and throughout the world since the sixteenth century.

Critically analyse historical evidence, events, and interpretations.

Communicate opinions and ideas based on effective research clearly and concisely.

Assessment

Students will gain knowledge and experience that they will apply to the culminating activity through in-class debates and a reflective writing sample that will be assessed by the teacher.

Students will be assessed and given feedback from the teacher on a multi-paragraph on the positive and negative aspects of globalization. They will be required to decide whether they think globalization is overall an example of progress or regress.

Students will create, peer-edit and submit a script to be assessed by the teacher analysing the various uses and systems necessary for development and mass distribution of technological developments.

Assessment/ Evaluation

Formative Assessment:

- Primary and secondary source analysis
- Debate skills
- Written communication skills (script-writing)
- Critical thinking
- Chronology

Summative:

- Television Show
- Culminating Activity

	Activity	Timing
	Culminating Activity: Television Show	450 minutes
1	What is Progress?	75 minutes
2	How, and Why, Did Technological Development Take Off in the 20 th Century?	225 minutes
3	Did Decolonization Lead to Progress?	150 minutes
4	Human Rights: Can They Be Enforced?	225 minutes
5	Ideologies: Where Do You Stand?	225 minutes
6	Globalization: Progress of Regress?	150 minutes
	TOTAL	1500 minutes

Unit Description

Rationale

This unit was created with the intent of encouraging students to use historical methods of enquiry to reflect on the Twentieth Century, and decide whether it was a century of progress or not. This unit is important in that many of the issues embedded within the activities are relevant to the students' lives (i.e. globalization, technology, etc). A challenge for any history teacher is to make the material relevant to the students, and we sought to achieve this when creating our unit.

Our group understands that differentiated instruction is integral to any effective unit or lesson plan. Therefore, when designing our culminating activity, we sought to provide choice and variety, to allow students of different learning styles and abilities to choose their means for presenting their ideas. We carefully selected activities that were different, but could be evaluated with the same criteria. Furthermore, we infused differentiation and the theme of progress into each of our activities. This way, the activities served as scaffolding for the culminating activity, and catered to the diverse learning styles of the students.

Image of the Learner

Students are active participants in the learning process, and that learning is best achieved through application of knowledge and skills. To best achieve this, information is presented in a more thematic than chronological manner, encouraging students to step into the role of historian in order to learn and connect the material presented. Being in the university-bound stream, many students are presumably planning on pursuing post-secondary in the near future, and as such, an emphasis will be placed on developing skills necessary to succeed in a post-secondary setting.

The students are from diverse backgrounds, with a mixture of students who are new to the country, as well as native-born. Having diverse learning styles, and following the multiple intelligences model, every effort has been made to take into consideration and accommodate the diverse needs of these learners, whether identified by an IEP or not.

Being the final unit of the course, students will be familiar with the necessary note-taking and research skills required for both activity assignments as well as the culminating activity. This final unit will continue to build and utilize those skills, as well as introduce additional resources to assist students in furthering these skills.

Design Process

From the beginning, our group has been vocal and passionate about our unit. We held in-depth discussions when deciding on what the focus of our unit would be, and especially when designing our culminating activity. We met regularly outside of class time, and when someone was unable to make a meeting, someone always brought him or her up to date with what was missed. Therefore, everyone was consistently on the same page, and never out of the loop.

While keeping to our roles, we worked collaboratively and were not restricted by them. Scott was the Project Manager, and was extremely diligent in keeping everything organized and consistent. Tom was the Assistant Project Manager, and he at times took on the role of Project Manager, in order to ease Scott's responsibilities and spread out the workload. Kristen was the assessment and evaluation manager, and led the design of the culminating activity rubric early on, which allowed the rest of the group to contribute to its design throughout. Amanda was the Research Manager, and provided many useful sources to the other group members, and led the organization of the annotated bibliography. Alex was the Presentation Manager, and led the design of the pamphlet, as well as the organization and preparation of the presentation. Overall, the group worked extremely well together, which made the design process that much easier.

	has been made. Unit themes will be introduced, as well as a brief overview of the unit culminating activity.		interpretations	
Activity 2: How, and Why, Did Technological Development Take Off in the 20 th Century? (225 Minutes)	Students will not only introduce the origins of important technological developments of the 20th century, also to the importance of consumerism, market-demand and infrastructure in technological development. Students will learn about the technological aspect of “progress” in terms of innovation and development, but also about its interdependence on economic, social and political structures. Script-writing format will be reinforced through a formative assignment.	SEV.02 HIV.02	Analyze significant economic developments in the West and the rest of the world since the sixteenth century Critically analyze historical evidence, events, and interpretations	Enduring
Activity 3: Did decolonization and the rise of nationhood lead to progress?	Students analyze the process of decolonization and the rise of nation-hood around the world. Highlights include: analyzing a primary source document, creating a Venn Diagram or mind map on select	COV.02 CCV.01	Demonstrate an understanding of the nature of the interaction among diverse peoples since the sixteenth century Demonstrate an understanding of how the historical concept of change is used to analyse developments in the West and throughout the world	Enduring

(150 Minutes)	case-studies	CCV.01	since the sixteenth century	
		HIV.02	Critically analyse historical evidence, events, and interpretations	
Activity 4: Human Rights: Can They Be Enforced? (225 Minutes)	Working Individually, students assume the role of a publicist working for an international human rights advocacy group. Their job is to raise awareness about the real-world applications of the legislation previously examined in class by creating a poster about an incident or country related to this legislation.	CHV.04	Demonstrate an understanding of the range and diversity of concepts of citizenship and human rights that have developed since the sixteenth century.	Enduring
		HIV.02	Critically analyse historical evidence, events, and interpretations;	
Activity 5 Ideologies: Where Do You Stand? (225 Minutes)	Students explore some of the major ideologies that defined much of the 20 th century. Highlights include: learning about different ideologies through a jigsaw activity, a debate and creating their own ideology imagining they are the leader of a small island nation.	CHV.01	Demonstrate an understanding of key Western beliefs, philosophies, and ideologies that have shaped the West and the rest of the world since the sixteenth century;	Enduring
		SEV.03	Describe key developments and innovations in political organization in the West and the rest of the world since the sixteenth century;	
		HIV.02	Critically analyze historical evidence, events, and interpretations;	

		HIV.03	Communicate opinions and ideas based on effective research clearly and concisely;	
Activity 6 Globalization: Progress or Regress? (150 Minutes)	Through various differentiated tasks, students will investigate the technological, political, economic and social aspects of globalization. The prominence of globalization as an historical event in recent history is undeniable. But should we call it progress or regress? A subset of the larger critical question guiding the unit, this important question will centre and guide the activity.	SEV.03	Describe key developments and innovations in political organization in the West and the rest of the world since the sixteenth century;	Important
		CHV.02	Demonstrate an understanding of ideas and cultures from around the world that have influenced the course of world history since the sixteenth century;	
		HIV.02	Critically analyse historical evidence, events, and interpretations;	

Assessment and Evaluation Overview

Activity Creator/Activity	Task	Time	Tool	Achieve ment Chart	Assessor	Formative or Summative
<i>Amanda – Technology and Consumerism</i>	Technology Tree Organizer	Home work	Completion Assessment	K, T	Teacher	Both
	Script	1 day	Checklist, Rubric	T, A, C	Peer and Teacher	Both
<i>Kristen – Human Rights and Minority Rights</i>	Poster	1 day	Feedback Form	T, A, C	Peer	Formative
	Reflection	Class time and Home work	Anecdotal Feedback	K, C	Teacher	Formative
<i>Alex – Decolonization and the Rise of Nationhood</i>	Reading Response	1 day	Anecdotal Feedback	K, T	Teacher	Formative
	Venn Diagram	1 day	Anecdotal Feedback	T, A	Teacher	Formative
<i>Tom – Ideology and Government</i>	Debate	1 day	Feedback Form	T, C	Peer and Teacher	Formative
	Essay	1 day	Rubric	K, T, A	Teacher	Summative
<i>Scott – Globalization</i>	Reading Response	Home work	Completion Assessment	K, T	Teacher	Formative
	Multi- Paragraph	Home work	Checklist	T, A	Teacher	Summative
Group Summative	Debate	4 days	Rubric	K, T, A, C	Teacher	Summative

Culminating Activity

The 20th Century: One Step Forward or Two Steps Back?

Time: 300 minutes

Description:

Working in groups of 2 or 3, students will design and perform their own television show on the question of whether there was progress or regress during the 20th century. Students have the choice of presenting the activity live in front of the class or using AV equipment. To prepare, students will first review the material covered over the course of the unit in a mind map activity. Then, they will choose a format for the show. Possible formats include:

- Documentary
- Debate
- Interview
- Investigative report
- Kids show
- Comedy show
- Animated show
- Science Fiction Show

Other options are possible, but need to be cleared with the teacher first.

Based on their collaborative mind map activity, students will need to choose a preliminary thesis (hypothesis) of whether or not they believe there was progress during the 20th century. Depending on the TV show format they choose (e.g. debate show), they may decide as a group to choose two antithetical theses on this topic. They will be asked to find evidence from their progress/regress notes in support of this thesis (or theses). Then, to augment the material covered in class they will need to do research on related topics. They can research the class text, but they also need to have 2 additional sources (picked from the list of resources below).

They will be evaluated on two components: their performance and the typed script of their performance

Strands: Change and Continuity; Methods of Historical Inquiry and Communication

Overall Expectations:

CCV.01 · demonstrate an understanding of how the historical concept of change is used to analyse developments in the West and throughout the world since the sixteenth century;

HIV.02 · critically analyse historical evidence, events, and interpretations;

HIV.03 · communicate opinions and ideas based on effective research clearly and concisely;

Specific Expectations:

CC1.01 – demonstrate an understanding of the variety, intensity, and breadth of change that has taken place from the sixteenth century to the present (e.g., developments in religion, changing views of the universe, consequences of technological advances, demographic changes, medical discoveries, social reform);

CC1.04 – evaluate key elements and characteristics of the process of historical change (e.g., the ideas, objectives, and methods of the people involved; the pace and breadth of the change; the planned versus spontaneous nature of the change).

HI1.02 – conduct organized research, using a variety of information sources (e.g., primary and secondary sources, audio-visual materials, Internet sites);

HI2.04 – draw conclusions based on effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations;

HI2.05 – demonstrate an ability to develop a cogent thesis substantiated by effective research.

HI3.03 – express opinions and conclusions clearly, articulately, and in a manner that respects the opinions of others.

HI4.01 – demonstrate an ability to think creatively in reaching conclusions about both assigned questions and issues and those conceived independently;

Prior Knowledge:

- Proficient at taking notes and some experience doing library research.
- Able to access appropriate digital research media
- Team investigation and cooperative learning skills
- Reflective self-evaluation experience

Teacher/Learning Strategies:

Day 1:

1. To prepare for the project, students will form groups of 2-3 people and draw mind maps, referring to the topics they have covered over the course of the unit. They will be encouraged to gather important information from their progress/regress note-taking charts and negotiate as a group which information should be included on their mind maps. This will allow students to focus their thinking about the critical question of the unit: was the 20th century a century of progress or regress?
2. Hand out assignment and rubric (see below)
3. Go through the assignment in detail, ensuring that the students understand exactly what they need to do (formulate a thesis, decide what kind of TV show they'd like to do.)
4. Students will be given time in the library to begin their research
5. Ongoing formative assessment as the teacher ensures students are on track with their assignments

Day 2:

1. The school drama instructor will be invited to conduct a 20min-30min workshop on the nuances of dramatic productions, such a tone, pitch, as well as the function of punctuation in script writing and script reading.
2. Students continue their research for the TV show.
3. Students will collaborate with their group members exchanging information and beginning the first draft of their script.
4. Research time will still be made available in the library.
5. Research notes will be collected at the end of class for assessment

Day 3:

1. Students should finalize their script and begin to rehearse or film their TV show.
2. Script to be collected for assessment at end of class
3. Research time will still be made available in the library.

Day 4:

1. Students will be given a period to finalize their TV shows.

Day 5 and Day 6:

1. TV shows will be presented to the class.
2. Once all the TV shows have been presented, students will be asked to write a one-paragraph opinion piece (in class) outlining how they think the 20th century will be remembered and how they would like the 21st century to be remembered.
3. Scripts to be collected for assessment and evaluation

Planning Notes

- Go through the assignment emphasizing that the list of television show formats is a suggested list only.
- Hand out the rubric and review the expectations in detail making the instructions as clear as possible.
- Ensure the library is booked and available.

Accommodations

- Assistive technology available in the classroom as well as library access
- Providing graphic organizers for research and information organization
- ELL and IEP students may have assignments ahead of time, and will be partnered with peers who can support their learning
- Instructor will provide scaffolding for group and individual activities
- Textual sources may be enlarged to assist dyslexic or other Special Education students.

Print Resources

Crowley, David and Paul Heyer. *Communication in History: Technology, Culture, Society: Sixth Edition*. Boston; Allyn & Bacon/Pearson, 2011.

Ede, Andrew. *A History of Technology in Society*. Toronto; University of Toronto Press, 2011.

Fanon, Frantz. *The Wretched of the Earth*. Presence Africaine. Paris, 1961

Haberman, Arthur, and Adrian Shubert. *The West and the World: Contacts, Conflicts, Connections*. Toronto: Gage Learning Corporation, 2002.

Kapuscinski, Ryszard. *The Shadow of the Sun*. Vintage Canada, 2002.

Quinlan, Don, Graham Draper, Pamela Perry-Globa, and Victor Zelinski. *Twentieth Century Viewpoints: An Interpretive History for the 21st Century*. Toronto: Oxford University Press, 2003.

Rhodes, Richard. *Visions of Technology*. Touchstone; New York, 1999

Smith, Bonnie. *Europe in the Contemporary World: 1900 to the Present*. Boston: Bedford/St. Martin's, 2007

Digital Resources

BBC News Website <http://news.bbc.co.uk>

CBC News Website www.cbc.ca

Spartacus Educational, <http://www.spartacus.schoolnet.co.uk/>

Wikipedia, www.wikipedia.com

The 20th Century: One Step Forward or Two Steps Back?

Description:

The 20th Century was a century of unprecedented growth, wealth and progress. But despite the innovations, discoveries and social and economic development of the past 110 years, was there any real progress made in the 20th century? Is humanity truly better off today than it was in 1900?

Not only do you have an opinion, you also happen to own a popular and powerful television station through which you can broadcast your views.

Task:

Working in groups of **2 or 3**, you will design and perform in your own television show, answering from your perspective whether the 20th century was a century of progress or regress. You can either present your **8-10 minute** 'show' **live** in front of the class or record it using a **video camera**.

In addition, you will hand in the **script** of your television show. The performance and the script together will be the basis of your evaluation.

Your television show must include:

- A thesis on whether or not the 20th century was a century of progress,
OR
two competing theses, one on the PRO side and one on the CON side
- Evidence that supports your thesis or theses. You must discuss at least **three themes** covered throughout the unit (e.g. technology and consumerism; decolonization; human rights; ideologies and government; globalization). You must also show evidence of consulting **two additional resources** from a selected list provided in class.
- Your show should provide a positive vision of where our society should focus its energies as we move forward into the 21st century.
- Keep in mind that there isn't a 'right' or 'wrong' answer. Your mark depends on the evidence you provide and the articulation of your argument.

First step: choose a format for your TV show. Possible formats include:

Documentary
Debate
Interview
Investigative report
Kids show
Comedy show
Animated show
Science Fiction Show

These are just ideas to get you started, so don't feel limited by the types of shows outlined above. If you would like to be creative, bring it on!! But before you decide on what kind of show you'd like to create, please speak to the teacher.

Culminating Activity: Rubric

	Level 4 10 9.5 9 8.5 8	Level 3 7.8 7.5 7	Level 2 6.8 6.5 6	Level 1 5.8 5.5 5
Performance:				
Communication	Speaks with a high degree of clarity and articulates ideas very effectively in order to be well understood.	Speaks with clarity and articulates ideas effectively in order to be understood.	Speaks with some clarity and articulates ideas somewhat effectively in order to be understood.	Speaks with limited clarity and articulates ideas ineffectively, resulting in limited understanding.
	Makes very limited or no use of notes and makes a large amount of eye contact with audience.	Makes some use of notes but still makes significant eye contact with audience.	Makes significant use of notes and makes some eye contact with audience.	Is dependent on the use of notes and makes little eye contact with audience.
	Presentation of ideas shows a high degree of organization.	Presentation of ideas shows considerable organization.	Presentation of ideas shows some organization.	Presentation of ideas shows limited organization.
Script:				
Knowledge/ Understanding	Demonstrates thorough understanding of 3 or more themes.	Demonstrates Considerable understanding of at least three themes.	Demonstrates some understanding of 3 or fewer themes.	Demonstrates limited understanding of fewer than 3 themes.
	All evidence used is relevant to the themes presented and is given thorough consideration.	Most evidence used is relevant to the themes presented.	Some evidence used is relevant to the themes presented	Little evidence used is relevant to the themes presented.

	All or almost all of the facts used are correct.	Most facts used are correct.	Some facts used are correct.	Few facts used are correct
Thinking	Script shows a high degree of focus on themes.	Research notes show considerable focus on themes.	Research notes show some focus on themes.	Research notes show limited focus on themes.
	Gathers information with a high degree of effectiveness.	Gathers information with considerable effectiveness.	Gathers information with some effectiveness.	Gathers information with limited effectiveness.
	Role/Point of view is clear and shows creativity.	Role/Point of view is clear and shows some creativity.	Role/Point of view is somewhat clear and shows limited creativity.	Role/point of view is somewhat unclear and does not show creativity.
Application	Demonstrates a high degree of understanding of the relationships between themes.	Demonstrates considerable understanding of the relationships between themes.	Demonstrates some understanding of the relationships between themes.	Demonstrates limited understanding of the relationships between themes.
	Uses many skills and strategies discussed in class in order to complete work in addition to using strategies not discussed in class.	Uses many skills and strategies discussed in class in order to complete work with considerable effectiveness.	Uses some skills and strategies discussed in class in order to complete work with some effectiveness.	Uses few skills and strategies discussed in class in order to complete work with limited effectiveness.
	Presents argument(s) with a high degree of persuasiveness.	Presents argument(s) with considerable persuasiveness.	Presents argument(s) with some persuasiveness.	Presents argument(s) with limited persuasiveness.

Communication: /10 Knowledge: /10 Thinking: /10 Application: /10

Comments:

Activity 1 – What is Progress?

Time: 75 minutes

Description

This will serve as the introductory lesson to the final unit of the course covering the 20th Century. Students will be introduced to a critical question underlying the unit, namely: what is ‘progress’? This lesson will cover possible definitions of progress, relevant historical elements that should be considered, and finally, how to determine whether or not progress has been made. Unit themes will be introduced, as well as a brief overview of the unit culminating activity.

Streams: Change and Continuity; Methods of Historical Inquiry, and Communication

Learning Expectations

Overall Expectations:

CCV.03 – demonstrate an understanding of the importance and use of chronology and cause and effect in historical analyses of developments in the West and throughout the world since the sixteenth century.

HIV.02 – critically analyse historical evidence, events, and interpretations

Specific Expectations:

CC1.04 – evaluate key elements and characteristics of the process of historical change (e.g., the ideas, objectives, and methods of the people involved; the pace and breadth of the change; the planned versus spontaneous nature of the change).

HI2.04 – draw conclusions based on effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations;

Prior Knowledge and Skills

- Familiarity with the Four Corners Activity
- Familiarity with procedures, formats, and expectations for producing a media script
- Effective note taking
- Creation and use of graphic organizers
- Critical interpretation of text and media for historical significance

Planning Notes

- Check IEPs for identified students and suggested accommodations.
- Photocopy enough hand outs of Appendix 1.1 for class distribution
- Overhead or digitally projected version of Appendix 1.1

Teaching/Learning Strategies

1. Have students watch a short clip depicting a chronology of significant events in the 20th century. At the end of the clip, write “Progress” on the board and ask them to take a minute or two to write down what they believe “progress” is; how they would define it, what it would look like, etc.
2. After a few minutes, ask them to share their definitions with their neighbours, and give them a few minutes to discuss it in pairs.
3. Once students have had a chance to discuss the concept of “progress”, perform a **Four Corners** activity with them. Designate each corner of the room as “Technological” “Health” “Social” and “Political”. Ask students to think about what they were just discussing, then move to whichever corner of the room they associate **most** with the word “progress.” Have them discuss their decision for a bit, then ask volunteers to provide answers they had been discussing, and write the main points on the board. Ask for hands on whether students agree or disagree with definitions and ideas.
4. After definitions are exhausted, or become redundant, write the following definition on the board; **“progress : 1** forward or onward movement towards a destination. **2** advance or development towards completion, betterment, etc.; improvement (has made little progress this term; the progress of civilization). **3** cause (a situation, condition, person etc.) to advance or improve.” (*The Canadian Oxford Dictionary*, 2001, p. 1155). Ask students whether they agree with this definition or not; is it complete, or does it seem to be missing something? What “counts” as progress; are we talking about advancements in technology? Social justice? Medicine? Peace keeping initiatives? Politics? What counts towards progress and what doesn’t, and WHO determines what is and what isn’t “progress”? Inform the students this will be the question they will be trying to answer in this next unit, as they study the 20th century.
5. Pass out the “One Step Forward, Two Steps Back” graphic organizer* (Appendix 1.1) and tell them to keep this organizer handy, since it will help them with their final (culminating) activity at the end, describing how to fill out the boxes and with what information (refer to the example provided in the organizer). Explain to the students that at the end of the unit their final task will be to create a television program to answer the question, “what is progress, and have we made progress in the 20th century?”, based on what they will learn in the lessons to come.

6. Describe to students the course of the unit; the themes that will be covered, a rough description of the assignments they will need to do, as well as a brief description of their culminating activity (which will be discussed in further detail later).

Assessment & Evaluation of Student Achievement

- Informal assessment of participation in small group and class discussions (4 corners activity)
- The whole lesson serves as a diagnostic assessment of the students' current state of knowledge on the 20th century

Accommodations

- Providing graphic organizers for research and information organization
- ELL and IEP students may be partnered with peers who can support their learning
- Instructor will provide scaffolding for group and individual activities
- Textual sources may be enlarged to assist dyslexic or other Special Education students.

Print Resources

Barber, Kathrine, ed. *Canadian Oxford Dictionary*. Ontario: Oxford University Press, 2001.

Osborne, Tom. "One Step Forward, Two Steps Back." Ontario Institute for Studies in Education, 2011.

Digital Resources

"20th Century Time Capsule." Accessed January 1, 2011.
<http://www.youtube.com/watch?v=xNleskhXITs>.

Appendix

Appendix 1.1: "One Step Forward, Two Steps Back" Graphic Organizer (handout)

The 20th Century: One Step Forward or Two Steps Back?

The 20th Century was a century of unprecedented growth, wealth and progress. But despite the innovations, discoveries and social and economic development of the past 110 years, was there any real progress made in the 20th century? Is humanity truly better off today than it was in 1900? What is progress anyway – what does it mean to say that humanity is ‘better off’? To help you start thinking about these questions, here is the dictionary definition of progress:

progress : **1** forward or onward movement towards a destination. **2** advance or development towards completion, betterment, etc.; improvement (has made little progress this term; the progress of civilization). **3** cause (a situation, condition, person etc.) to advance or improve. (*The Canadian Oxford Dictionary*, 2001, p. 1155)

Another way to look at the 20th century is from the perspective that perhaps we didn’t make any progress at all. Maybe for every step forward we took, we took two steps back. To help you think about the 20th century from this perspective, here is the dictionary definition of regress:

regress v. **1a** move backwards. **b** (esp. in abstract senses) return to a previous or less advanced state. **2** reasoning from effect to cause. (*The Canadian Oxford Dictionary*, 2001, p. 1216)

As we make our way through the various topics of this unit, use this page to jot down notes you’ll be able to use later when creating your TV show. Keep in mind when you’re formulating your opinion that there isn’t a ‘right’ or ‘wrong’ answer, just a well or poorly articulated one. Make sure to jot down lots of examples in this chart because you’ll need it for the essay at the end of the unit!

Historical Event	How did we ‘progress’?	How did we ‘regress’?
Example: Movies	100 years ago, movies were silent and in black and white. They’re now in colour, 3D, IMAX, digital sound, you name it. Movies couldn’t be more awesome.	With Avatar being the top-grossing movie of 2010, we haven’t made any progress whatsoever. Sure the technology may be impressive but the story is a poor re-hash of Pocahontas. I’ll take a movie from the golden age of cinema any day over the dreck we have to contend with now. The Little Fockers? Really?

Technology/ Consumerism		
Nationhood/De colonization		
Minority Groups/Human Rights		
Governments and Ideologies		
Globalization		

Developed by: T. Osborne. OISE, 2011.

Activity 2 – How, and Why, Did Technological Development Take-Off in the 20th Century?

Amanda Scarlett

Time: 225 minutes

Description

This activity will not only introduce the origins of important technological developments of the 20th century, but will also strive to impress upon students the importance of consumerism, market-demand and infrastructure in technological development. Students will learn about the technological aspect of “progress” in terms of innovation and development, but also about its interdependence on economic, social and political structures. Students will be reminded of proper script-writing techniques from an assignment which will be first peer-assessed then evaluated, in preparation for the culminating activity.

Strands: Social, Economic, and Political Structure; Methods of Historical Inquiry and Communication

Learning Expectations

Overall Expectations:

SEV.02 – analyse significant economic developments in the West and the rest of the world since the sixteenth century

HIV.02 – critically analyse historical evidence, events, and interpretations

Specific Expectations:

SE1.02 – describe key social developments that have occurred as a result of Western technological innovations (e.g., print and market-place revolutions, industrialization, urbanization, demographic changes);

SE2.03 – demonstrate an understanding of the consequences of global economic interrelationships that developed in the twentieth century (e.g., labour and resource exploitation, widening disparities of economic opportunity and wealth, globalized production and marketing, revival of economic nationalism)

HI2.04 – draw conclusions based on effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations;

Prior Knowledge and Skills

- Effective note taking
- Creation and use of graphic organizers

- Critical interpretation of text and media for historical significance
- The background behind the development and rise of capitalism
- Factors influencing the rise of the Industrial Revolution in Europe
- Sequence, characteristics and developments of the Scientific Revolution, and its contribution to the rise of both professional and amateur inventors
- Scientific and technological developments of the eighteenth and nineteenth centuries
- Social, economic and political implications of capitalism and the Industrial Revolution in Britain, France, America and Germany, and the effects thereof on their colonies
- Creation of Menlo Park, NJ by Thomas Edison and 19th century inventions.
- Procedures, formats, and expectations for producing a media script

Planning Notes

- Check IEPs for identified students and suggested accommodations.
- Photocopy Handouts 2.1, 2.3, 2.4, 2.5, 2.6 for distribution to class; make overhead/digital copy of Sheet 2.2
- Book library time for research during the second half of the last day of the activity
- If possible, plan for the final day of this activity to take place on a Friday to allow the weekend for students to complete their scripts. If not possible, allow no more than 2 days before the good copy of the script assignment is due.

Teaching/Learning Strategies

1. As an introductory activity, ask students to get into table groups of 2 or 3 and have them discuss what they believe the Top 10 most important technological developments of the 20th century were. They must be able to justify their choice by applying it at least two aspects (eg. sociological, ethical, medical, economical, etc.). Have the groups appoint one person to record the ideas, one person to keep an eye on the clock, and one person to present the ideas. Give students no more than 10 minutes to complete the task. As each group presents their lists, instruct the other groups to put a check next to the same one if they had written it down, as well as a check for each rationale they also had. After each group has presented, record on the board/overhead all of the technologies mentioned which has more than 3 checks (adjust number as needed). For each technology listed, again go around the groups in the class and record 2 (summarized) rationales from each group for the appropriate technology.
2. Discuss with students the necessity of having the infrastructure and a market to support the development and creation of any technology. Discuss how the rise of the middle class, as well as industrialization, in the previous century created a new type of market demand for affordable “luxury goods.”

3. Remind the students of key details about the Scientific Revolution, as well as the important technological innovations of the 19th century, such as (choose as many or as few to discuss as desired) the battery, steam-powered locomotives, the arc lamp, photography, the electromagnet, typewriters, sewing machines, the first automated, programmable calculating machine, the telephone, toilet paper, the zipper, moving pictures, internal combustion engine, theoretical fiber optics. Discuss how, although these inventions occurred in the 19th century, some did not become available, or popular, to the public until later in the 20th century, when the infrastructure was in place to support it and there was a market demand for the product and/or service.
4. Have students select one of the technologies on the board and hand out the Technology Tree (Appendix 2.1). Go through the completed overhead example (Appendix 2.2), explaining how to complete the chart, and ask them to complete the chart independently before the end of class. They can discuss their ideas with a partner, but each student in the pair must be working on a separate technology. Before the end of class, hand out the 20th Century Technology Timeline (Appendix 2.3) and instruct students that for homework they are to look over the list and write a one to two paragraphs (no longer than a page) on any inventions which may have surprised them, which will be handed in next day to be assessed for completion.
5. To begin the next class, ask students to think of 3 of their favourite pieces of technology, then write down what age group and socio-economic level they believe the technology is marketed to. Remind them to consider not only advertising techniques and practical use, but also design, price, accessibility of product, etc. After a few minutes have students share with a partner what they came up with. Ask for a few examples to share with the class.
6. Have students now consider the technologies they were discussing and consider alternative market audiences and use of the **technology** behind the product; for example civilian products which may be converted to military use and vice versa. Discuss with them the history and dual-marketability of the television, movies, airplanes, the escalator, arc welder, radar, cellphones, computers and Internet (choose as knowledge and time allows, but ensure to include airplanes, cellphones, computers and Internet).
7. Define **consumerism** and have students record the definition. Discuss the capitalistic drive of consumerism, and refresh on market-demand concepts (discussed in previous lessons on the rise development of capitalism), as well as the social implications of such demands.
8. Discuss marketability factors for products; what makes a product desirable for a given audience? What is the difference between desirable for civilian use vs. for military use? What are the similarities? Using the example of television and movies, ask students to work in their table groups to come up with 5 characteristics of a “good” television show/movie; that is, what would get the most viewers? Hand out

the “Military Contract” assignment sheet (Appendix 2.5) and rubric (Appendix 2.6). For homework, ask students to create the rough draft of a 2-page script for a video proposal in which they are attempting to sell their favourite piece of technology to the **military**. Read through the assignment sheet and rubric with them, clarify with students the difference between a “video proposal,” a “commercial,” and a “podcast.” Inform them that their scripts will be peer-edited the following class.

9. For the final day of this topic, begin the class by showing the “Disappearing Technology” clip (see digital resources), both as an informative clip as well as an example of a type of media clip they could produce for their final activity. Ask students to take out the script they had written for homework and for a few minutes discuss with the person next to them if they believe the piece of technology they chose could have been developed, either in its exact form or some variation, at some point in the past (500+ years ago). If they believe no, it could not have been previously developed in some way, explain why, or if you believe it could have in some form, explain why you believe that. Remind them to take into consideration the systems (infrastructure, market, etc.) necessary for a piece of technology to be not only developed, but also produced in actuality. After a few minutes of paired discuss, ask for some answers to be shared with the class.
10. Ask students to keep their script out and hand out the Peer Editing Checklist (Appendix 2.5). Have them turn to a different partner and swap their scripts for peer editing, completing the checklist as instructed. Reinforce the necessity of **at least** one positive comment and one specific area for improvement in the feedback section. Allocate no longer than 15 minutes for this.
11. Hand out another copy of the “Technology Tree” Organizer (Appendix 2.1) and have students record their selected piece of technology as the subject. Point out to students the portion of the mark for their script will be from their completed “Peer Editing Checklist” and “Technology Tree” for their chosen technological piece, so it must be included. Inform students that the remainder of the class will be spent in the library researching their selected piece of technology, both its history and its systems, to better understand how the military might be able to use what they have selected.

Assessment & Evaluation of Student Achievement

- Homework completion assessment
- Peer Editing (Appendix 2.5)
- Script Writing Rubric (Appendix 2.6)

Accommodations

- Access to assistive technology for students who require it for note taking
- Textual sources may be enlarged to assist dyslexic or other Special Education students.
- Instructor will provide scaffolding for group and individual activities
- ELL and IEP students may be partnered with peers who can support their learning

Print Resources

Crowley, David and Paul Heyer. *Communication in History: Technology, Culture, Society: Sixth Edition*. Boston: Allyn & Bacon/Pearson, 2011.

Derry, T. K. and Trevor Williams. *A Short History of Technology: From Earliest Times to A.D. 1900*. Oxford: Clarendon Press, 1960.

Ede, Andrew. *A History of Technology in Society*. Toronto: University of Toronto Press, 2011.

Garden, Timothy. *The Technology Trap: Science and the Military*. New York: Brassey's Defence Publishers, 1989.

McClellan, James and Harold Dorn. *Science and Technology in World History: An Introduction*. Maryland: Johns Hopkins University Press, 2006.

Rhodes, Richard. *Visions of Technology*. Touchstone: New York, 1999.

Scarlett, Amanda. "20th Century Timeline." Ontario Institute for Studies in Education, 2011.

Singer, Charles, E. J. Holmyard, A.R. Hall and Trevor Williams. *A History of Technology: Volume V The Late Nineteenth Century*. Oxford: Clarendon Press, 1980.

Singleton, Laurel (ed.). "The Technology Tree" in *Science/Technology/Society: Activities and Resources for Secondary Science and Social Studies*. Colorado: Social Science Education Consortium, 1995, 29-32.

Stahl, Nancy and Robert Stahl. *Society and Science: Decision-Making Episodes for Exploring Society, Science, and Technology*. Menlo Park: Addison-Wesley Publishing Company, 1995.

Digital Resources

The Brothers Winn, "Disappearing Technology." Accessed January 31, 2011.
<http://www.youtube.com/watch?v=-4mBsD5sSe8>.

Appendices

Appendix 2.1: "Technology Tree" Graphic Organizer (Handout)

Appendix 2.2: "Technology Tree" Completed example (overhead/teacher use)

Appendix 2.3: "20th Century Technology Timeline" (Handout)

Appendix 2.4: "Military Contract" Assignment (Handout)

Appendix 2.5: Script Peer Editing Checklist

Appendix 2.6: Script Rubric

TECHNOLOGY TREE

No technology exists in isolation.

Individual technologies are part of technological systems.

Technological systems exist in social contexts.

Technological systems modify the societies in which they exist.

Victor Ferkiss

Fill in the first blank on the left with an existing technology. In the column headed "Technological System," fill in branch technologies that are intertwined with the stem technology. "Social Systems" are people-oriented systems that are interwoven with the stem and branch technologies. Finally, list at least ten changes in society that resulted from the development of the stem technology.

[illegible]

Taken from:

Singleton, Laurel (ed.). "The Technology Tree" in *Science/Technology/Society: Activities and Resources for Secondary Science and Social Studies*. Colorado: social Science Education Consortium, 1995. 32.

Appendix 2.2

Technology Tree Example

Stem Technology	Branch Technological System	Branch Social System	Fruit Changes Resulting From the Technology
<u>Automobile</u>	<u>Road Engineering</u>	<u>Sales People</u>	<u>Increased mobility and speed</u>
	<u>metal/alloy production</u>	<u>Driver Licensing</u>	<u>Drunk Driving Deaths</u>
	<u>Plastics</u>	<u>Advertising</u>	<u>Family Conflict over car use</u>
	<u>Petroleum</u>	<u>Parking Spaces</u>	<u>Live farther from work</u>
	<u>Repair Networks</u>	<u>Insurance Systems</u>	<u>Easy movement of goods</u>
	<u>Rubber Production</u>	<u>Road Route Selection Process</u>	<u>Travel farther for vacations</u>
	<u>Paint Technologies</u>	<u>Pollution Effects/control</u>	<u>Hectic pace of life</u>
	<u>Glass</u>	<u>Safety</u>	<u>Mass Transportation in poor shape</u>
	<u>Electronics</u>	<u>Delivery Networks</u>	<u>Health risks higher due to pollution</u>
	<u>Textiles</u>	<u>Financing Systems</u>	<u>Greater privacy</u>
	<u>Radio Engineering</u>	<u>Physical Communications</u>	<u>High employment while the industry grew.</u>

Taken from:

Singleton, Laurel (ed.). "The Technology Tree" in *Science/Technology/Society: Activities and Resources for Secondary Science and Social Studies*. Colorado, Social Science Education Consortium, 1995, 31.

20th Century Timeline

Year	Inventor	Invention
1900	Charles Seeberger	Modern Escalator
	Reginald Fessenden	Transmits history's first radio voice message
	Count Ferdinand von Zeppelin	The Zeppelin (German rigid airship)
1901	King Camp Gillette	Double-edged safety razor
	Hubert Booth	Compact and modern vacuum cleaner
1902	Willie Carrier	Air Conditioner
	James Mackenzie	Lie Detector/ Polygraph
	George Claude	Neon Lights
1903	Edward Binney and Harold Smith	Crayons
	Michael Owens	Bottle-making machinery
	Wright Brothers	Manned, gas motored airplane
	Mary Anderson	Windshield wipers
	William Coolidge	Ductile tungsten (for use in light bulbs)
1904	Benjamin Holt	Tractor
	John Fleming	Vacuum diode (aka. Fleming Valve)
1905	Albert Einstein	Theory of Relativity
1906	Lewis Nixon	First sonar device
	Lee DeForest	Electronic amplifying tube (aka. triode)
1907	Leo Baekeland	First synthetic plastic (Bakelite)
	Auguste and Louise Lumiere	Colour photography
	Paul Cornu	First piloted helicopter
1909	G. Washington	Instant Coffee
1910	Thomas Edison	First talking motion picture
1911	Charles Franklin Kettering	Automobile electrical ignition system
1912	Unknown	Motorized Movie Camera
	De La Mole	The tank
1913	Merck Chemical Company	Ecstasy
	Mary Phelps Jacob	The bra
	Gideon Sundback	The zipper
1914	Garrett A. Morgan	Morgan Gas Mask
1915	Eugene Sullivan and William Taylor	Pyrex
1916	Unknown	Radio Tuners
	Henry Brearly	Stainless Steel
1918	Edwin Armstrong	The superheterodyne radio circuit
1919	Charles Strite	Toaster
	Unknown	Short-wave radio
	Unknown	Flip-flop circuit

	Unknown	Arc Welder
1921	Unknown	First Robot with "artificial intelligence" is built
1922	Sir Frederick Banting	Insulin
	Unknown	3D Movies
1923	Garrett Morgan	Traffic Signal
	Vladimir Kosma Zworykin	First television camera tube (aka. Iconoscope Camera)
1924	Rice and Kellogg	Dynamic Loudspeaker
1925	John Baird	Mechanical television
1926	Robert Goddard	Liquid-fueled rockets
1927	Philo Farnsworth	Electronic television system
	Unknown	Technicolour
1929	Paul Galvin	Car Radio
1930	Clarence Birdseye	Frozen Food Process
	Vannevar Bush	Differential Analyzer
	Frank Whittle and Dr. Hans von Ohain	Jet Engine
1931	Max Knott and Ernst Ruska	Electron Microscope
1932	Edwin Land	Polaroid Photography
	Karl Jansky	The radio telescope
	Unknown	Zoom Lens
	Unknown	Light Meter
1933	Edwin Armstrong	Frequency Modulation (FM) radio
1934	Joseph Begum	Magnetic Tape Recorder
1935	Wallace Carothers (DuPont Labs)	Nylon
	Robert Watson-Watt	Radar
1936	Bell Labs	Voice Recognition Machine
1937	Chester F. Carlson	Photocopier
	Allan Turing	Calculation machine operated by binary-coded tape
1938	Roy Plunkett	Teflon
1940	Peter Goldmark	Modern Colour television
	Karl Pabst	The jeep
1941	Konrad Zuse	First software-controlled computer (Z3)
	Enrico Fermi	Neutronic Reactor
1942	John Atanasoff and Clifford Berry	Electronic Digital Computer
	Mueller	Turboprop engine
1943	Unknown	Synthetic Rubber
1945	Unknown	Atomic Bomb
1947	Dennis Gabor	Theory of and experimentation with Holography
	Unknown	Cell Phones
	Bardeen, Brattain, Shockley	Transistor

1950	Ralph Schneider	Credit Cars
1952	Edward Teller	Hydrogen Bomb
1953	Texas Instruments	Transistor Radio
1954	Unknown	Oral Contraceptives
	Chaplin, Fuller and Pearson	Solar Cell
1955	Unknown	Optic Fiber
1956	Unknown	Computer Hard Disks created
	Christopher Cockerell	The hovercraft
1957	Russia	Orbiting Satellite
	Unknown	First computer language
1958	Unknown	Computer Modem
	Gordon Gould	The laser
	Jack Kilby and Robert Noyce	Integrated Circuit
1959	Wilson Greatbatch	Internal pacemaker
	Jack Kilby and Robert Noyce	Microchip
1962	Unknown	Audio cassette invented
	Unknown	"Spacewar" first computer game
	Telecom	First communications satellite
1965	James Russell	Compact Disk (CD)
1966	Unknown	Electronic fuel injection
1967	Unknown	Handheld calculator
1968	Robert Dennard	Random Access Memory (RAM)
1969	United States Military	Arpanet (what would become the Internet)
	Unknown	Artificial Heart
	Unknown	ATM
1971	Unknown	Dot-matrix printer invented
	James Fergason	Liquid-Crystal Displays (LCDs)
	Faggin, Hoff and Mazor	Microprocessor
	Unknown	Videocassette (VCR) player
1973	Unknown	Gene splicing
	Robert Metcalfe and Xerox	Ethernet (local computer network)
1975	Unknown	Laser printer
1976	Unknown	Ink-jet printer
	Steve Jobs, Steve Wozniak, and Ronald Wayne	First Apple "Computer Kit"
1977	Raymond Damadian	Magnetic Resonance Imaging (MRI)
1979	Seymour Cray	First Supercomputer
	Unknown	Walkman
1981	IBM	MS-DOS (programmed operating system)
	IBM	First personal computer
1983	Jaron Lanier	Virtual Reality
1984	Unknown	CD-ROM

	Apple Macintosh	Apple Personal Computer
1985	Microsoft	Windows (operating system)
1987	Unknown	First 3D Video game
1988	Unknown	Digital cell phone
	Christian Doppler	Doppler Radar
1989	Unknown	High-definition television invented
1990	Tim Berners-Lee	World Wide Web and Internet Protocol (HTTP) and WWW language (HTML)
1993	Intel	Pentium processor
1994	Unknown	HIV inhibitor
1995	Alan Bell and IBM	DVD
1996	Steve Perlman, Bruce Leak and Phil Goldman	Web TV

Military Contract

Congratulations! You have finally succeeded in creating a new piece of technology! Now, you just need a market for it. Luckily for you, word got out to the government about your newest invention and the Canadian military has taken an interest in your product!! They have granted you the opportunity to create a video presentation for them, detailing how your new technology may be of benefit to them.

Talk about pressure!

Before you can even begin to think about producing something, you'll need to have a **SCRIPT** to make sure you are prepared. However, the motto of the military is "Double-quick time to wait," meaning you only have **3 PAGES MAXIMUM** (single or double-spaced, your call) to cram all of the information and "stage" directions in!

While writing your script, make sure you keep in mind that your target audience will be the MILITARY, and they do not take kindly to the cheesy gimmicks of infomercials, nor do they tolerate informal video presentations such as the podcast style. Your script needs to be professional and informed, but also aggressive and relevant for your target market. As you write this script, make sure to continuously ask yourself, "How would this benefit the military" and "Is the necessary infrastructure in place for them to use this effectively? If not, could this be adapted to work with the infrastructure already in place?" You need to know your product, and know what goes into creating your product, in order to make this sale.

Remember that your "stage" directions include everything from lighting directions, to where the presenter will stand during the presentation, where he will move to and when, where and how the product will be placed and/or demonstrated, pitch and tone cues for the presenter, etc.

Most importantly, think of creative uses for your piece of technology. Think of how the military could use this technology in a way they haven't thought of before! Push the limits of their imagination, but make sure you keep it practical and probable. They don't want to hear about teleporting through cell phones just yet!

First Draft Due:_____

Final Draft Due:_____

Developed by: A. Scarlett, OISE, 2011.

Peer Editing Checklist

Writer: _____

Editor: _____

	Yes	No	Comments
“Stage” directions are present in sufficient detail			
Language and presentation format are appropriate for target audience			
Creative, but practical, use of technology for target audience is present			
Consideration is given to the necessary systems and infrastructure required to support suggested use of technology.			

Additional Comments: _____

Appendix 2.6

Script Rubric

Criteria	Level 4	Level 3	Level 2	Level 1
Knowledge and Understand/Thinking Demonstrates an understanding of the construction and individual components which comprise the technological device being presented. Consideration given to the necessary systems and infrastructure to support suggest used of technology.	-demonstrates a high degree of understanding of the construction and components which comprise the technological device being presented -gives ample and insightful consideration to the necessary systems and infrastructure to support suggested use of technology 10 9.5 9 8.5	-demonstrates understanding of the construction and components which comprise the technological device being presented -consideration is given to the necessary systems and infrastructure to support suggested use of the technology 8 7.5 7	-demonstrates some understanding of the construction and components which comprise the technological device being presented -some consideration is given to the necessary systems and infrastructure to support suggested use of technology 6.5 6	-limited understanding of the construction and components which comprise the technological device being presented -limited consideration is given to the necessary systems and infrastructure to support suggested use of technology 5.5 5
Communication Language and presentation format (including “stage” directions) are appropriate for target audience.	-Method of presentation is appropriate; language and communication techniques used to deliver presentation are highly effective -“Stage” directions are clearly indicated and effectively utilized 5 4.5	-Method of presentation is appropriate ; language and communication techniques used to deliver presentation are appropriate and effective -“Stage” directions are indicated and effectively utilized 4 3.5	Method of presentation is somewhat appropriate ; language and communication techniques used to deliver presentation are somewhat appropriate -“Stage” directions are minimally indicated 3 2.5	Method of presentation is somewhat inappropriate ; language and communication techniques used to deliver presentation are somewhat inappropriate -“Stage” directions are rarely indicated 2
Application Identifies creative, but practical use of technology for target audience, reflecting knowledge and understanding of the construction of the device.	- Highly creative, but practical use of selected technology, reflecting a high degree of understanding about the construction of the device 5 4.5	- Creative, but practical use of selected technology, reflecting a degree of understanding about the construction of the device 4 3.5	- Somewhat creative and practical use of selected technology, reflecting a some degree of understanding about the construction of the device 3 2.5	- Limited creativity and/or practicality for use of selected technology, reflecting a limited degree of understanding about the construction of the device 2

Developed by: A. Scarlett, OISE, 2011.

/20

Activity 3 – Did Decolonization and the Rise of Nationhood Lead to Progress?

Alex Wright

Time: 150 minutes

Description

This two-part activity is designed to introduce students to the process of decolonization and the rise of nation-hood around the world. Having already learned about the economic, religious and political motivations for imperialism and colonialism, students will now gain understanding of how this was a cause for the rise of nationhood, and the ensuing effects of decolonization. Students will gain understanding of the motivation and reasoning for anti-colonial movements by analyzing a primary source document and various case studies. This will help the students answer the critical question for the activity: *Did decolonization and the rise of nationhood lead to progress?* This activity will scaffold their learning with the aim of preparing them for the culminating activity.

Strands: The Nature of the Interaction Among Communities; Change and Continuity

Learning Expectations

Overall Expectations:

COV.02 – demonstrate an understanding of the nature of the interaction among diverse peoples since the sixteenth century

CCV.01 – demonstrate an understanding of how the historical concept of change is used to analyse developments in the West and throughout the world since the sixteenth century

Specific Expectations:

C02.01 – describe factors that have prompted and facilitated increasing interaction between peoples since the sixteenth century (e.g., exploration; economic gain; modern technologies and inventions; demographic pressures; religious, dynastic, and national ambitions);

C02.02 – analyse the impact of Western colonization on both the colonizer and the colonized (e.g., enrichment and impoverishment; introduction of new foods, materials, products, and ideas; destruction of cultures through disease and policy; revival of commitment to indigenous cultural identities);

C02.03 – demonstrate an understanding of the concepts and processes associated with imperialism and of its role in shaping present world relations (e.g., historical interpretations of imperialism, including “modern world system”, Whig, Marxist, and modernist; the process of decolonization; growth of multinational corporations; “Hollywoodization”).

CC1.04 – evaluate key elements and characteristics of the process of historical change (e.g., the ideas, objectives, and methods of the people involved; the pace and breadth of the change; the planned versus spontaneous nature of the change).

Planning Notes

- Projector and computer with Internet required for opening video
- Overhead (excerpt from “The Wretched of the Earth” by Frantz Fanon - see appendix)
- Overhead projector and markers
- Sufficient photocopies of “The Wretched of the Earth Group Worksheet” (see appendix)
- Sufficient photocopies of “Check Your Vocabulary” (see appendix)
- Dictionaries
- Sufficient photocopies of “Decolonization Venn Diagram” and instruction sheet (see appendix)

Prior Knowledge Required

- Understanding of imperialism and colonialism, and the motivations behind them (i.e. Social Darwinism, economic, religious and political)
- Background knowledge on the break-up of empires (i.e. Turkish, British, Japanese, etc. following WWI and WWII)
- Experience analyzing primary source documents
- Experience analyzing and breaking down text to point form notes

Teaching Learning Strategies

1. The teacher will show the students the video “Introduction to Colonialism in Africa” (see appendix). The teacher will introduce a “Think/Pair/Share on all the themes that students can draw from the video. The teacher will prompt links to prior learning (i.e. 19th Century imperialism, Social Darwinism, colonialism, etc.). This will introduce the themes of the activity and provide a transition into the lesson.
2. The teacher will then split the class into groups of three, taking learning styles and language abilities into consideration when organizing the groups. Once students are sitting together in their groups, the teacher will introduce the primary source document: Frantz Fanon and his book “The Wretched of the Earth,” and distribute the question sheet (one per group). The teacher will then put the select excerpt on the overhead and read it to the class out loud (for auditory learners and reinforcement). Students will then have time to read it by themselves.
3. Teacher will hand out *Check your Vocabulary* sheet, and instruct students to look up the definitions for difficult vocabulary.

4. Once they have finished, the teacher will distribute the “Wretched of the Earth” question sheet. Together with their group, students will be asked to answer the questions. When students have finished, the teacher will take up answers/interpretations by calling on each group. The teacher will address and underline key passages on the overhead.
5. In groups of four, students will choose two case-studies from the list provided. The teacher will provide them with text page numbers according to the case studies they select. Two students will read one case-study and the other two students will read the other.
6. Groups will be provided with a series of questions to think about while reading the text, so they can make point form notes while they read.
7. Each group will then have the choice of creating a Venn Diagram or a mind map. For the first option, students will be given a Venn Diagram. Once each group member has finished reading, they will compare and contrast their notes through discussion.
8. Using the Venn Diagram, students will then compare the similarities and differences of the two case-studies.
9. When finished, students will hand in Venn Diagram, noting who was responsible for each case-study. The teacher will collect all the Venn Diagrams and use the anecdotal feedback chart to formatively assess the group’s work.
10. For the second option, groups will split into pairs, and create mind maps with their country combination as the centre. Students should incorporate answers to the prompt questions into the mind map, and should show commonalities between the two mind maps by creating a legend or colour code (i.e. students could draw arrows between two examples of violent resistance and draw a symbol for violence on top of the arrow).

Assessment/Evaluation Techniques

- Anecdotal feedback for various tasks

Accommodations

- Groups should be formed according to learning style and language ability
- Combination of individual and varying sizes of group work
- Verbal and written instructions
- Auditory and visual reinforcement through reading of texts out loud, as well as providing hand-outs for students
- Some of the language in the primary source is difficult. Students will be provided with a fill-in the blank glossary and dictionaries, whereby they can look up words they do not understand

Print Resources

Fanon, Frantz. *The Wretched of the Earth*. Paris: Presence Africaine, 1961.

Haberman, Arthur, and Adrian Shubert. *The West and the World: Contacts, Conflicts, Connections*. Toronto: Gage Learning Corporation, 2002.

Kapuscinski, Ryszard. *The Shadow of the Sun*. New York: Vintage Canada, 2002.

Keirstead, Marc. *The West and the World: Contacts, Conflicts, Connections: Teacher's Resource Binder*. Toronto: Gage Learning Corporation, 2003.

Meredith, Martin. *The State of Africa: A History of Fifty Years of Independence*. Simon & Schuster: UK Inc. 2005.

Digital Resources

Ontario Ministry of Education. *Think Literacy: Cross Curricular Approaches, Grades 7-12*.

Ontario Ministry of Education. Accessed January 29, 2011.

<http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf>.

"Africa: States of Independence - the scramble for Africa" *Youtube*. Accessed January 23, 2011.

<http://www.youtube.com/watch?v=CgzSnZidGuU&feature=related>.

Appendices

Appendix 3.1: The Wretched of the Earth

Appendix 3.2: The Wretched of the Earth Group Worksheet

Appendix 3.3: Check Your Vocabulary

Appendix 3.4: Decolonization Venn Diagram

Appendix 3.5: Anecdotal Feedback for Decolonization Venn Diagram

The Wretched of the Earth

By Frantz Fanon

Today, national independence and nation building in the underdeveloped regions take on an entirely new aspect. In these regions, except for some remarkable achievements, every country suffers from the same lack of infrastructure. The masses battle with the same poverty, wrestle with the same age-old gestures, and delineate what we could call the geography of hunger with their shrunken bellies. A world of underdevelopment, a world of poverty and inhumanity. But also a world without doctors, without engineers, without administrators. Facing this world, the European nations wallow in the most ostentatious opulence. This European opulence is literally a scandal for it was built on the backs of slaves, it fed on the blood of slaves, and owes its very existence to the soil and subsoil of the underdeveloped world. Europe's well-being and progress were built with the sweat and corpses of blacks, Arabs, Indians, and Asians. This we are determined never to forget. When a colonialist country, embarrassed by a colony's demand for independence, proclaims with the nationalist leaders in mind: "If you want independence, take it and return to the Dark Ages," the newly independent people nod their approval and take up the challenge. And what we actually see is the colonizer withdrawing his capital and technicians and encircling the young nation with an apparatus of economic pressure.

The apotheosis of independence becomes the curse of independence. The sweeping powers of coercion of the colonial authorities condemn the young nation to regression. In other words, the colonial power says: "If you want independence, take it and suffer the consequences." The nationalist leaders then are left with no other choice but to turn to their people and ask them to make a gigantic effort. These famished individuals are required to undergo a regime of austerity, these atrophied muscles are required to work out of all proportion.

Source: Fanon, Frantz. *The Wretched of the Earth*. (Presence Africaine. Paris, 1961), 53-54.

The Wretched of the Earth
Group Worksheet

1. What is the principal message of Fanon's writing?

2. Does he want more than "just" independence for colonies? Why or why not?

3. What does he mean by the following: "The apotheosis of independence becomes the curse of independence"?

4. How do you think that his writing could be used as inspiration for anti-colonialist movements?

Developed by: A. Wright, OISE, 2011.

CHECK YOUR VOCABULARY

Delineate:

Ostentatious:

Opulence:

Apotheosis:

Austerity:

Atrophied:

Developed by: A. Wright, OISE, 2011.

Decolonization Venn Diagram

INSTRUCTIONS

Together with your group, choose two of the following case-studies from your textbook:

- 1) India and Britain (pp. 370-371, 404-405)
- 2) Israel/Palestine and Britain (pp. 373-374, 415-416)
- 3) Ottoman Empire and Turkey (pp. 371-372)
- 4) Eastern Europe and Soviet Union (pp. 435-437)
- 5) Croatia/Bosnia and Yugoslavia (pp. 435-437)
- 6) Algeria and France (p. 405)
- 7) Mozambique/Angola and Portugal (p. 405)

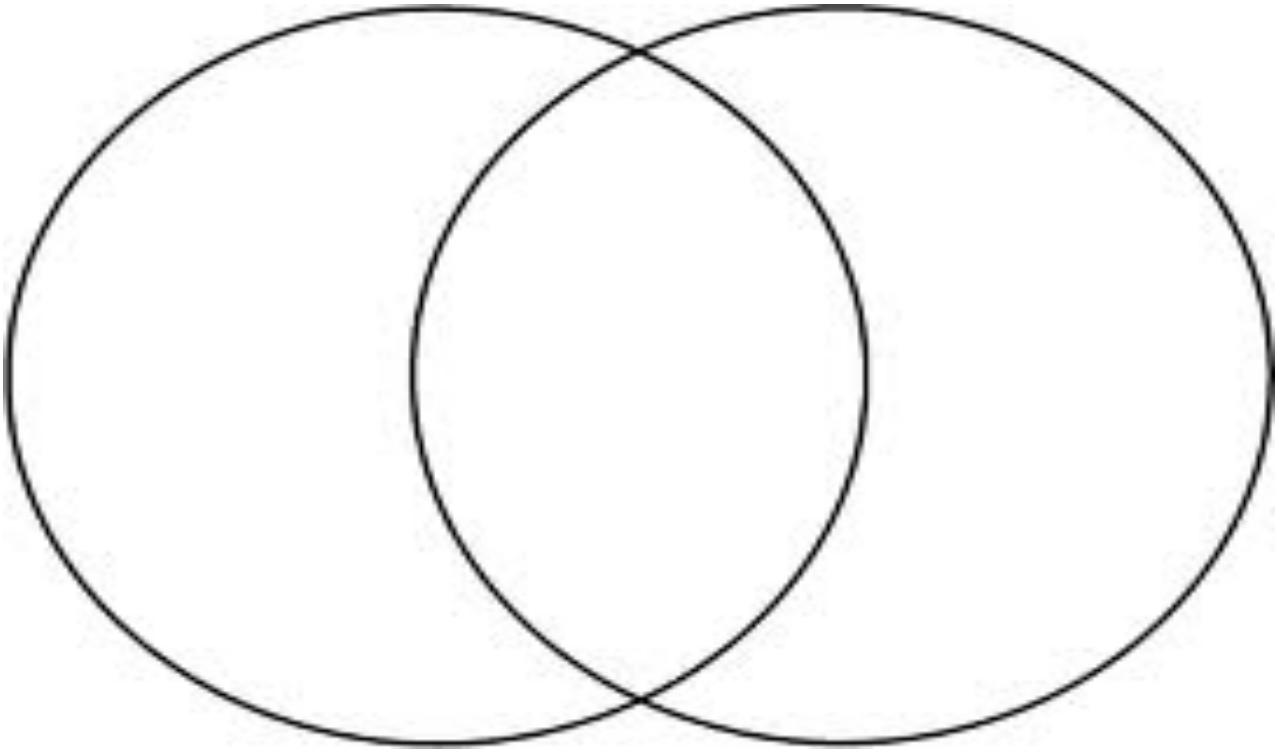
Break into pairs within your group of four. Each pair will read the assigned pages for one of the case-studies. Consider the following questions while reading in order to make point-form notes on the text:

- 1) Who colonized who and why?
- 2) What are the key dates and sites of resistance?
- 3) What kind of resistance was there? (i.e. violent, peaceful, etc.)
- 4) What methods were used by the colonial power to counter resistance?
- 5) What were the reasons for resistance?
- 6) What kind of groups were resisting (i.e. students, peasants, etc.)
- 7) If successful, did independence lead to better conditions?

Once you have finished reading, compare and contrast your notes with your partner and then with your other two group members. Together as a group, use the Venn Diagram to compare and contrast the two case-studies. What do they share in common? What differs between them? What can explain the similarities or differences? Remember, the goal of this exercise is to be analytical as opposed to reciting facts!

Developed by: A. Wright, OISE, 2011.

Decolonization Venn Diagram



Developed by: A. Wright, OISE, 2011

Anecdotal Feedback for Decolonization Venn Diagram

Group Members	What was done well	What can be improved

Developed by: A. Wright, OISE, 2011.

Activity 4 – Human Rights: Can They Be Enforced?

Kristen Stenzel

Time: 225 Minutes

Description:

The development of global human rights has been a major focus of the United Nations since its inception. A number of different conventions and covenants document the establishment of these rights, and it is through an examination of these documents that students will learn about this global progress. However, there are many countries where these rights are not yet fully realized and students will learn of this as well through their own research as well as through their gallery walk of other students' work. The paradox that exists between the progress of established legislation and the stagnation or even regress of nations/events where this legislation is not yet realized will be a factor students will need to consider in their culminating activity and in the guiding question for the unit.

Strands: Minority Groups and Human Rights; Citizenship and Heritage

Learning Expectations

Overall Expectations:

CHV.04 · demonstrate an understanding of the range and diversity of concepts of citizenship and human rights that have developed since the sixteenth century. (E)

Specific Expectations:

CH4.02 – describe the efforts of individuals and groups who facilitated the advancement of individual and collective human rights. (E)

CH4.03 – demonstrate an understanding of key factors that have slowed or blocked the advancement of human rights (F)

CH4.04 – describe attempts of national and international bodies to recognize and enhance human rights (I)

Planning Notes

- Check for students with IEP's and make the appropriate accommodations (see accommodations subsection)
- While looking through legislation and answering questions it should be stressed to students that they should use their research skills to skim these documents, not to read them. Explain to students that some of the documents are long and there is no need to read every article.

- Larger documents should be given to groups which the teacher knows are more adept researchers while the smaller ones should be given to those who might struggle with this task.
- Make sure that copies of appendices 4.1-9 are made, as well as multiple copies of appendix 4.10 and 4.11, for day 1.
- Ensure that library/computer lab is available for day 2 for students to use for research
- Provide poster supplies and printer access (preferably a colour printer) for day 2
- Make many copies of appendix 12 for day 3.
- Ensure that an appropriate space is available for the gallery walk. This may work well in your regular classroom, but if not consider the library, a larger classroom, or possibly a quiet hallway.
- Consider having a box students can put their feedback forms into anonymously, rather than handing them directly to the teacher.
- Before handing back feedback forms, make sure to scan them and ensure that they are appropriate .

Prior Knowledge Required

- Students should have some basic knowledge of 20th Century history
- Students should have prior experience researching topics using both the internet and print resources.
- Students should have prior experience working in groups.
- Students should have some experience with reflective writing.
- Students should have a general idea of current events.

Teaching/Learning strategies

1. Have students work in groups of 3 or four. Distribute one piece of human rights legislation to each group (Appendices 4.1-9) and have them answer the questions on the worksheet found in appendix 4.10.
2. Have each group briefly explain to the class what their piece of legislation is about and why it is important.
3. Have each individual student choose one piece of legislation to research and create a poster for it (See handout: appendix 4.11) They are to find either(a) a time when this legislation was implemented or (b) a time when this legislation was broken and create a poster to publicly announce this and raise public awareness.
4. During day 2, students are given library time to research their event and to create their posters. (Teacher should supply paper, markers, scissors, glue, etc. for student posters as well as access to a printer for those who wish to incorporate printed text or computer graphics)

5. On day 3, the class begins with a gallery walk being created in the classroom. Students walk through and look at each others' work. Each student is provided with ten copies of the feedback form found in appendix 12.
6. The feedback forms are filled out anonymously and given to the teacher, who then places the responses on the desk of the student whose work is being commented on.
7. Each student then reads his/her feedback forms and writes a short (1 page) reflection on his/her work and what he/she might do differently if they were to do this activity again.
8. Reflections are handed into the teacher for formative assessment and feedback.

Assessment/Evaluation Techniques

Students will receive peer feedback on their feedback forms after the gallery walk and teacher feedback on their reflections. Both of these are formative assessments intended to guide students toward their culminating activity, rather than formal evaluation. Teachers are also encouraged to make informal formative assessment while students are working on days 1 and 2 to make sure they are on the right track, especially when presenting their legislation to the class and while researching.

Accommodations

- For ESL students, have them in a group with stronger students during the reading of legislation on day 1.
- Allow ESL students to research their legislation in their own language, as long as they understand their poster will have to be in English.
- For students who need a quieter work space, allow them to go to the resource room with their poster activity handout (Appendix 4.11) once presentations have been completed on day 1.
- For students with physical disabilities affecting their ability to draw/write, allow them to create their poster entirely on the computer and to print it out.
- If there are students requiring additional time, consider moving on to other material/activities after day 2 and returning to day three at a later date, rather than placing all three days consecutively.

Digital Resources

"Convention on the Prevention and Punishment of the Crime of Genocide" Human Rights Web.

Accessed February 1, 2011. <http://www.hrweb.org/legal/genocide.html>.

“Convention on the Elimination of All Forms of Racial Discrimination” United Nations Website.

Accessed February 1, 2011. <http://www2.ohchr.org/english/law/cerd.htm>.

“Convention on the Elimination of All Forms of Discrimination Against Women” United Nations

Website. Accessed February 1, 2011.

<http://www2.ohchr.org/english/law/cedaw.htm>.

“United Nations Convention Against Torture” United Nations Website, Accessed February 2, 2011. <http://www2.ohchr.org/english/law/cat.htm>.

“United Nations Convention on the Rights of the Child” United Nations Website, Accessed February 2, 2011. <http://www2.ohchr.org/english/law/crc.htm>.

“International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families” United Nations Website, Accessed February 1, 2011. <http://www2.ohchr.org/english/bodies/cmw/cmw.htm>.

“United Nations Convention on the Rights of Persons with Disabilities” United Nations Website, Accessed February 2, 2011. <http://www.ohchr.org/EN/HRBodies/CRPD/Pages/Convention.aspx>.

“United Nations International Covenant on Economic, Social and Cultural Rights” United Nations Website, Accessed February 4, 2011. <http://www2.ohchr.org/english/law/cescr.htm>.

“United Nations Covenant on Civil and Political Rights” United Nations Website, Accessed February 4, 2011. <http://www2.ohchr.org/english/law/ccpr.htm>.

Appendices

Appendix 4.1: Convention on the Prevention and Punishment of the Crime of Genocide

Appendix 4.2: Convention on the Elimination of All Forms of Racial Discrimination

Appendix 4.3: Convention on the Elimination of All Forms of Discrimination Against Women

Appendix 4.4: United Nations Convention Against Torture

Appendix 4.5: United Nations Convention on the Rights of the Child

Appendix 4.6: International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families

Appendix 4.7: United Nations Convention on the Rights of Persons with Disabilities

Appendix 4.8: United Nations International Covenant on Economic, Social and Cultural Rights

Appendix 4.9: United Nations Covenant on Civil and Political Rights

Appendix 4.10: Worksheet: Examining Human Rights Legislation

Appendix 4.11: Handout: Making your Human Rights Poster

Appendix 4.12: Feedback Form

Convention on the Prevention and Punishment of the Crime of Genocide

Adopted by Resolution 260 (III) A of the United Nations General Assembly on 9 December 1948.

Article 1

The Contracting Parties confirm that genocide, whether committed in time of peace or in time of war, is a crime under international law which they undertake to prevent and to punish.

Article 2

In the present Convention, genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- (a) Killing members of the group;
- (b) Causing serious bodily or mental harm to members of the group;
- (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- (d) Imposing measures intended to prevent births within the group;
- (e) Forcibly transferring children of the group to another group.

Article 3

The following acts shall be punishable:

- (a) Genocide;
- (b) Conspiracy to commit genocide;
- (c) Direct and public incitement to commit genocide;
- (d) Attempt to commit genocide;
- (e) Complicity in genocide.

Article 4

Persons committing genocide or any of the other acts enumerated in Article 3 shall be punished, whether they are constitutionally responsible rulers, public officials or private individuals.

Article 5

The Contracting Parties undertake to enact, in accordance with their respective Constitutions, the necessary legislation to give effect to the provisions of the present Convention and, in particular, to provide effective penalties for persons guilty of genocide or any of the other acts enumerated in Article 3.

Article 6

Persons charged with genocide or any of the other acts enumerated in Article 3 shall be tried by a competent tribunal of the State in the territory of which the act was committed, or by such international penal tribunal as may have jurisdiction with respect to those Contracting Parties which shall have accepted its jurisdiction.

Article 7

Genocide and the other acts enumerated in Article 3 shall not be considered as political crimes for the purpose of extradition.

The Contracting Parties pledge themselves in such cases to grant extradition in accordance with their laws and treaties in force.

Article 8

Any Contracting Party may call upon the competent organs of the United Nations to take such action under the Charter of the United Nations as they consider appropriate for the prevention and suppression of acts of genocide or any of the other acts enumerated in Article 3.

Article 9

Disputes between the Contracting Parties relating to the interpretation, application or fulfilment of the present Convention, including those relating to the responsibility of a State for genocide or any of the other acts enumerated in Article 3, shall be submitted to the International Court of Justice at the request of any of the parties to the dispute.

Article 10

The present Convention, of which the Chinese, English, French, Russian and Spanish texts are equally authentic, shall bear the date of 9 December 1948.

Article 11

The present Convention shall be open until 31 December 1949 for signature on behalf of any Member of the United Nations and of any non-member State to which an invitation to sign has been addressed by the General Assembly.

The present Convention shall be ratified, and the instruments of ratification shall be deposited with the Secretary-General of the United Nations.

After 1 January 1950, the present Convention may be acceded to on behalf of any Member of the United Nations and of any non-member State which has received an invitation as aforesaid.

Instruments of accession shall be deposited with the Secretary-General of the United Nations.

Article 12

Any Contracting Party may at any time, by notification addressed to the Secretary-General of the United Nations, extend the application of the present Convention to all or any of the territories for the conduct of whose foreign relations that Contracting Party is responsible.

Article 13

On the day when the first twenty instruments of ratification or accession have been deposited, the Secretary-General shall draw up a proces-verbal and transmit a copy of it to each Member of the United Nations and to each of the non-member States contemplated in Article 11.

The present Convention shall come into force on the ninetieth day following the date of deposit of the twentieth instrument of ratification or accession.

Any ratification or accession effected subsequent to the latter date shall become effective on the ninetieth day following the deposit of the instrument of ratification or accession.

Article 14

The present Convention shall remain in effect for a period of ten years as from the date of its coming into force.

It shall thereafter remain in force for successive periods of five years for such Contracting Parties as have not denounced it at least six months before the expiration of the current period.

Denunciation shall be effected by a written notification addressed to the Secretary-General of the United Nations.

Article 15

If, as a result of denunciations, the number of Parties to the present Convention should become less than sixteen, the Convention shall cease to be in force as from the date on which the last of these denunciations shall become effective.

Article 16

A request for the revision of the present Convention may be made at any time by any Contracting Party by means of a notification in writing addressed to the Secretary-General.

The General Assembly shall decide upon the steps, if any, to be taken in respect of such request.

Article 17

The Secretary-General of the United Nations shall notify all Members of the United Nations and the non-member States contemplated in Article 11 of the following:

- (a) Signatures, ratifications and accessions received in accordance with Article 11;
- (b) Notifications received in accordance with Article 12;
- (c) The date upon which the present Convention comes into force in accordance with Article 13;
- (d) Denunciations received in accordance with Article 14;
- (e) The abrogation of the Convention in accordance with Article 15;
- (f) Notifications received in accordance with Article 16.

Article 18

The original of the present Convention shall be deposited in the archives of the United Nations.

A certified copy of the Convention shall be transmitted to all Members of the United Nations and to the non-member States contemplated in Article 11.

Article 19

The present Convention shall be registered by the Secretary-General of the United Nations on the date of its coming into force.

Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment

Adopted and opened for signature, ratification and accession by General Assembly resolution 39/46 of 10 December 1984

entry into force 26 June 1987, in accordance with article 27 (1)

The States Parties to this Convention,

Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Recognizing that those rights derive from the inherent dignity of the human person,

Considering the obligation of States under the Charter, in particular Article 55, to promote universal respect for, and observance of, human rights and fundamental freedoms,

Having regard to article 5 of the Universal Declaration of Human Rights and article 7 of the International Covenant on Civil and Political Rights, both of which provide that no one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment,

Having regard also to the Declaration on the Protection of All Persons from Being Subjected to Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, adopted by the General Assembly on 9 December 1975,

Desiring to make more effective the struggle against torture and other cruel, inhuman or degrading treatment or punishment throughout the world,

Have agreed as follows:

PART I

Article 1

1. For the purposes of this Convention, the term "torture" means any act by which severe pain or suffering, whether physical or mental, is intentionally inflicted on a person for such purposes as obtaining from him or a third person information or a confession, punishing him for an act he or a third person has committed or is suspected of having committed, or intimidating or coercing him or a third person, or for any reason based on discrimination of any kind, when such pain or suffering is inflicted by or at the instigation of or with the consent or acquiescence of a public official or other person acting in an official capacity. It does not include pain or suffering arising only from, inherent in or incidental to lawful sanctions.

2. This article is without prejudice to any international instrument or national legislation which does or may contain provisions of wider application.

Article 2

1. Each State Party shall take effective legislative, administrative, judicial or other measures to prevent acts of torture in any territory under its jurisdiction.

2. No exceptional circumstances whatsoever, whether a state of war or a threat of war, internal political instability or any other public emergency, may be invoked as a justification of torture.

3. An order from a superior officer or a public authority may not be invoked as a justification of torture.

Article 3

1. No State Party shall expel, return ("refouler") or extradite a person to another State where there are substantial grounds for believing that he would be in danger of being subjected to torture.

2. For the purpose of determining whether there are such grounds, the competent authorities shall take into account all relevant considerations including, where applicable, the existence in the State concerned of a consistent pattern of gross, flagrant or mass violations of human rights.

Article 4

1. Each State Party shall ensure that all acts of torture are offences under its criminal law. The same shall apply to an attempt to commit torture and to an act by any person which constitutes complicity or participation in torture. 2. Each State Party shall make these offences punishable by appropriate penalties which take into account their grave nature.

Article 5

1. Each State Party shall take such measures as may be necessary to establish its jurisdiction over the offences referred to in article 4 in the following cases:

(a) When the offences are committed in any territory under its jurisdiction or on board a ship or aircraft registered in that State;

(b) When the alleged offender is a national of that State;

(c) When the victim is a national of that State if that State considers it appropriate.

2. Each State Party shall likewise take such measures as may be necessary to establish its jurisdiction over such offences in cases where the alleged offender is present in any territory under its jurisdiction and it does not extradite him pursuant to article 8 to any of the States mentioned in paragraph 1 of this article.

3. This Convention does not exclude any criminal jurisdiction exercised in accordance with internal law.

Article 6

1. Upon being satisfied, after an examination of information available to it, that the circumstances so warrant, any State Party in whose territory a person alleged to have committed any offence referred to in article 4 is present shall take him into custody or take other legal measures to ensure his presence. The custody and other legal measures shall be as provided in the law of that State but may be continued only for such time as is necessary to enable any criminal or extradition proceedings to be instituted.
2. Such State shall immediately make a preliminary inquiry into the facts.
3. Any person in custody pursuant to paragraph 1 of this article shall be assisted in communicating immediately with the nearest appropriate representative of the State of which he is a national, or, if he is a stateless person, with the representative of the State where he usually resides.
4. When a State, pursuant to this article, has taken a person into custody, it shall immediately notify the States referred to in article 5, paragraph 1, of the fact that such person is in custody and of the circumstances which warrant his detention. The State which makes the preliminary inquiry contemplated in paragraph 2 of this article shall promptly report its findings to the said States and shall indicate whether it intends to exercise jurisdiction.

Article 7

1. The State Party in the territory under whose jurisdiction a person alleged to have committed any offence referred to in article 4 is found shall in the cases contemplated in article 5, if it does not extradite him, submit the case to its competent authorities for the purpose of prosecution.
2. These authorities shall take their decision in the same manner as in the case of any ordinary offence of a serious nature under the law of that State. In the cases referred to in article 5, paragraph 2, the standards of evidence required for prosecution and conviction shall in no way be less stringent than those which apply in the cases referred to in article 5, paragraph 1.
3. Any person regarding whom proceedings are brought in connection with any of the offences referred to in article 4 shall be guaranteed fair treatment at all stages of the proceedings.

Article 8

1. The offences referred to in article 4 shall be deemed to be included as extraditable offences in any extradition treaty existing between States Parties. States Parties undertake to include such offences as extraditable offences in every extradition treaty to be concluded between them.
2. If a State Party which makes extradition conditional on the existence of a treaty receives a request for extradition from another State Party with which it has no extradition treaty, it may consider this Convention as the legal basis for extradition in respect of such offences. Extradition shall be subject to the other conditions provided by the law of the requested State.
3. States Parties which do not make extradition conditional on the existence of a treaty shall recognize such offences as extraditable offences between themselves subject to the conditions provided by the law of the requested State.

4. Such offences shall be treated, for the purpose of extradition between States Parties, as if they had been committed not only in the place in which they occurred but also in the territories of the States required to establish their jurisdiction in accordance with article 5, paragraph 1.

Article 9

1. States Parties shall afford one another the greatest measure of assistance in connection with criminal proceedings brought in respect of any of the offences referred to in article 4, including the supply of all evidence at their disposal necessary for the proceedings.

2. States Parties shall carry out their obligations under paragraph 1 of this article in conformity with any treaties on mutual judicial assistance that may exist between them.

Article 10

1. Each State Party shall ensure that education and information regarding the prohibition against torture are fully included in the training of law enforcement personnel, civil or military, medical personnel, public officials and other persons who may be involved in the custody, interrogation or treatment of any individual subjected to any form of arrest, detention or imprisonment.

2. Each State Party shall include this prohibition in the rules or instructions issued in regard to the duties and functions of any such person.

Article 11

Each State Party shall keep under systematic review interrogation rules, instructions, methods and practices as well as arrangements for the custody and treatment of persons subjected to any form of arrest, detention or imprisonment in any territory under its jurisdiction, with a view to preventing any cases of torture.

Article 12

Each State Party shall ensure that its competent authorities proceed to a prompt and impartial investigation, wherever there is reasonable ground to believe that an act of torture has been committed in any territory under its jurisdiction.

Article 13

Each State Party shall ensure that any individual who alleges he has been subjected to torture in any territory under its jurisdiction has the right to complain to, and to have his case promptly and impartially examined by, its competent authorities. Steps shall be taken to ensure that the complainant and witnesses are protected against all ill-treatment or intimidation as a consequence of his complaint or any evidence given.

Article 14

1. Each State Party shall ensure in its legal system that the victim of an act of torture obtains redress and has an enforceable right to fair and adequate compensation, including the means for as full rehabilitation as possible. In the event of the death of the victim as a result of an act of torture, his dependants shall be entitled to compensation.

2. Nothing in this article shall affect any right of the victim or other persons to compensation which may exist under national law.

Article 15

Each State Party shall ensure that any statement which is established to have been made as a result of torture shall not be invoked as evidence in any proceedings, except against a person accused of torture as evidence that the statement was made.

Article 16

1. Each State Party shall undertake to prevent in any territory under its jurisdiction other acts of cruel, inhuman or degrading treatment or punishment which do not amount to torture as defined in article I, when such acts are committed by or at the instigation of or with the consent or acquiescence of a public official or other person acting in an official capacity. In particular, the obligations contained in articles 10, 11, 12 and 13 shall apply with the substitution for references to torture of references to other forms of cruel, inhuman or degrading treatment or punishment.

2. The provisions of this Convention are without prejudice to the provisions of any other international instrument or national law which prohibits cruel, inhuman or degrading treatment or punishment or which relates to extradition or expulsion.

PART II

Article 17

1. There shall be established a Committee against Torture (hereinafter referred to as the Committee) which shall carry out the functions hereinafter provided. The Committee shall consist of ten experts of high moral standing and recognized competence in the field of human rights, who shall serve in their personal capacity. The experts shall be elected by the States Parties, consideration being given to equitable geographical distribution and to the usefulness of the participation of some persons having legal experience.

2. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals. States Parties shall bear in mind the usefulness of nominating persons who are also members of the Human Rights Committee established under the International Covenant on Civil and Political Rights and who are willing to serve on the Committee against Torture.

3. Elections of the members of the Committee shall be held at biennial meetings of States Parties convened by the Secretary-General of the United Nations. At those meetings, for which two thirds of the States Parties shall constitute a quorum, the persons elected to the Committee shall be those who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.

4. The initial election shall be held no later than six months after the date of the entry into force of this Convention. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to the States Parties inviting them to submit their nominations within three months. The Secretary-General shall prepare a list in alphabetical order of all persons thus nominated, indicating the States Parties which have nominated them, and shall submit it to the States Parties.

5. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election if renominated. However, the term of five of the members elected at the first election shall expire at the end of two years; immediately after the first election the names of these five members shall be chosen by lot by the chairman of the meeting referred to in paragraph 3 of this article.

6. If a member of the Committee dies or resigns or for any other cause can no longer perform his Committee duties, the State Party which nominated him shall appoint another expert from among its nationals to serve for the remainder of his term, subject to the approval of the majority of the States Parties. The approval shall be considered given unless half or more of the States Parties respond negatively within six weeks after having been informed by the Secretary-General of the United Nations of the proposed appointment.

7. States Parties shall be responsible for the expenses of the members of the Committee while they are in performance of Committee duties.

Article 18

1. The Committee shall elect its officers for a term of two years. They may be re-elected.

2. The Committee shall establish its own rules of procedure, but these rules shall provide, inter alia, that:

(a) Six members shall constitute a quorum;

(b) Decisions of the Committee shall be made by a majority vote of the members present.

3. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under this Convention.

4. The Secretary-General of the United Nations shall convene the initial meeting of the Committee. After its initial meeting, the Committee shall meet at such times as shall be provided in its rules of procedure.

5. The States Parties shall be responsible for expenses incurred in connection with the holding of meetings of the States Parties and of the Committee, including reimbursement to the United Nations for any expenses, such as the cost of staff and facilities, incurred by the United Nations pursuant to paragraph 3 of this article.

Article 19

1. The States Parties shall submit to the Committee, through the Secretary-General of the United Nations, reports on the measures they have taken to give effect to their undertakings under this Convention, within one year after the entry into force of the Convention for the State Party concerned. Thereafter the States Parties shall submit supplementary reports every four years on any new measures taken and such other reports as the Committee may request.

2. The Secretary-General of the United Nations shall transmit the reports to all States Parties.

3. Each report shall be considered by the Committee which may make such general comments on the report as it may consider appropriate and shall forward these to the State Party concerned. That State Party may respond with any observations it chooses to the Committee.

4. The Committee may, at its discretion, decide to include any comments made by it in accordance with

paragraph 3 of this article, together with the observations thereon received from the State Party concerned, in its annual report made in accordance with article 24. If so requested by the State Party concerned, the Committee may also include a copy of the report submitted under paragraph I of this article.

Article 20

1. If the Committee receives reliable information which appears to it to contain well-founded indications that torture is being systematically practised in the territory of a State Party, the Committee shall invite that State Party to co-operate in the examination of the information and to this end to submit observations with regard to the information concerned.
2. Taking into account any observations which may have been submitted by the State Party concerned, as well as any other relevant information available to it, the Committee may, if it decides that this is warranted, designate one or more of its members to make a confidential inquiry and to report to the Committee urgently.
3. If an inquiry is made in accordance with paragraph 2 of this article, the Committee shall seek the co-operation of the State Party concerned. In agreement with that State Party, such an inquiry may include a visit to its territory.
4. After examining the findings of its member or members submitted in accordance with paragraph 2 of this article, the Commission shall transmit these findings to the State Party concerned together with any comments or suggestions which seem appropriate in view of the situation.
5. All the proceedings of the Committee referred to in paragraphs 1 to 4 of this article shall be confidential, and at all stages of the proceedings the co-operation of the State Party shall be sought. After such proceedings have been completed with regard to an inquiry made in accordance with paragraph 2, the Committee may, after consultations with the State Party concerned, decide to include a summary account of the results of the proceedings in its annual report made in accordance with article 24.

Article 21

1. A State Party to this Convention may at any time declare under this article that it recognizes the competence of the Committee to receive and consider communications to the effect that a State Party claims that another State Party is not fulfilling its obligations under this Convention. Such communications may be received and considered according to the procedures laid down in this article only if submitted by a State Party which has made a declaration recognizing in regard to itself the competence of the Committee. No communication shall be dealt with by the Committee under this article if it concerns a State Party which has not made such a declaration. Communications received under this article shall be dealt with in accordance with the following procedure;

(a) If a State Party considers that another State Party is not giving effect to the provisions of this Convention, it may, by written communication, bring the matter to the attention of that State Party. Within three months after the receipt of the communication the receiving State shall afford the State which sent the communication an explanation or any other statement in writing clarifying the matter, which should include, to the extent possible and pertinent, reference to domestic procedures and remedies taken, pending or available in the matter;

(b) If the matter is not adjusted to the satisfaction of both States Parties concerned within six months after

the receipt by the receiving State of the initial communication, either State shall have the right to refer the matter to the Committee, by notice given to the Committee and to the other State;

(c) The Committee shall deal with a matter referred to it under this article only after it has ascertained that all domestic remedies have been invoked and exhausted in the matter, in conformity with the generally recognized principles of international law. This shall not be the rule where the application of the remedies is unreasonably prolonged or is unlikely to bring effective relief to the person who is the victim of the violation of this Convention;

(d) The Committee shall hold closed meetings when examining communications under this article; (e) Subject to the provisions of subparagraph

(e), the Committee shall make available its good offices to the States Parties concerned with a view to a friendly solution of the matter on the basis of respect for the obligations provided for in this Convention. For this purpose, the Committee may, when appropriate, set up an ad hoc conciliation commission;

(f) In any matter referred to it under this article, the Committee may call upon the States Parties concerned, referred to in subparagraph (b), to supply any relevant information;

(g) The States Parties concerned, referred to in subparagraph (b), shall have the right to be represented when the matter is being considered by the Committee and to make submissions orally and/or in writing;

(h) The Committee shall, within twelve months after the date of receipt of notice under subparagraph (b), submit a report:

(i) If a solution within the terms of subparagraph (e) is reached, the Committee shall confine its report to a brief statement of the facts and of the solution reached;

(ii) If a solution within the terms of subparagraph (e) is not reached, the Committee shall confine its report to a brief statement of the facts; the written submissions and record of the oral submissions made by the States Parties concerned shall be attached to the report.

In every matter, the report shall be communicated to the States Parties concerned.

2. The provisions of this article shall come into force when five States Parties to this Convention have made declarations under paragraph 1 of this article. Such declarations shall be deposited by the States Parties with the Secretary-General of the United Nations, who shall transmit copies thereof to the other States Parties. A declaration may be withdrawn at any time by notification to the Secretary-General. Such a withdrawal shall not prejudice the consideration of any matter which is the subject of a communication already transmitted under this article; no further communication by any State Party shall be received under this article after the notification of withdrawal of the declaration has been received by the Secretary-General, unless the State Party concerned has made a new declaration.

Article 22

1. A State Party to this Convention may at any time declare under this article that it recognizes the competence of the Committee to receive and consider communications from or on behalf of individuals subject to its jurisdiction who claim to be victims of a violation by a State Party of the provisions of the Convention. No communication shall be received by the Committee if it concerns a State Party which has not made such a declaration.

2. The Committee shall consider inadmissible any communication under this article which is anonymous or which it considers to be an abuse of the right of submission of such communications or to be incompatible with the provisions of this Convention.

3. Subject to the provisions of paragraph 2, the Committee shall bring any communications submitted to it under this article to the attention of the State Party to this Convention which has made a declaration under paragraph I and is alleged to be violating any provisions of the Convention. Within six months, the receiving State shall submit to the Committee written explanations or statements clarifying the matter and the remedy, if any, that may have been taken by that State.

4. The Committee shall consider communications received under this article in the light of all information made available to it by or on behalf of the individual and by the State Party concerned. 5. The Committee shall not consider any communications from an individual under this article unless it has ascertained that:

(a) The same matter has not been, and is not being, examined under another procedure of international investigation or settlement;

(b) The individual has exhausted all available domestic remedies; this shall not be the rule where the application of the remedies is unreasonably prolonged or is unlikely to bring effective relief to the person who is the victim of the violation of this Convention.

6. The Committee shall hold closed meetings when examining communications under this article.

7. The Committee shall forward its views to the State Party concerned and to the individual.

8. The provisions of this article shall come into force when five States Parties to this Convention have made declarations under paragraph 1 of this article. Such declarations shall be deposited by the States Parties with the Secretary-General of the United Nations, who shall transmit copies thereof to the other States Parties. A declaration may be withdrawn at any time by notification to the Secretary-General. Such a withdrawal shall not prejudice the consideration of any matter which is the subject of a communication already transmitted under this article; no further communication by or on behalf of an individual shall be received under this article after the notification of withdrawal of the declaration has been received by the Secretary-General, unless the State Party has made a new declaration.

Article 23

The members of the Committee and of the ad hoc conciliation commissions which may be appointed under article 21, paragraph I (e), shall be entitled to the facilities, privileges and immunities of experts on mission for the United Nations as laid down in the relevant sections of the Convention on the Privileges and Immunities of the United Nations.

Article 24

The Committee shall submit an annual report on its activities under this Convention to the States Parties and to the General Assembly of the United Nations.

PART III

Article 25

1. This Convention is open for signature by all States. 2. This Convention is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.

Article 26

This Convention is open to accession by all States. Accession shall be effected by the deposit of an instrument of accession with the Secretary-General of the United Nations.

Article 27

1. This Convention shall enter into force on the thirtieth day after the date of the deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.
2. For each State ratifying this Convention or acceding to it after the deposit of the twentieth instrument of ratification or accession, the Convention shall enter into force on the thirtieth day after the date of the deposit of its own instrument of ratification or accession.

Article 28

1. Each State may, at the time of signature or ratification of this Convention or accession thereto, declare that it does not recognize the competence of the Committee provided for in article 20.
2. Any State Party having made a reservation in accordance with paragraph 1 of this article may, at any time, withdraw this reservation by notification to the Secretary-General of the United Nations.

Article 29

1. Any State Party to this Convention may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate the proposed amendment to the States Parties with a request that they notify him whether they favour a conference of States Parties for the purpose of considering and voting upon the proposal. In the event that within four months from the date of such communication at least one third of the States Parties favours such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of the States Parties present and voting at the conference shall be submitted by the Secretary-General to all the States Parties for acceptance.
2. An amendment adopted in accordance with paragraph 1 of this article shall enter into force when two thirds of the States Parties to this Convention have notified the Secretary-General of the United Nations that they have accepted it in accordance with their respective constitutional processes.
3. When amendments enter into force, they shall be binding on those States Parties which have accepted them, other States Parties still being bound by the provisions of this Convention and any earlier amendments which they have accepted.

Article 30

1. Any dispute between two or more States Parties concerning the interpretation or application of this Convention which cannot be settled through negotiation shall, at the request of one of them, be submitted to arbitration. If within six months from the date of the request for arbitration the Parties are unable to agree on the organization of the arbitration, any one of those Parties may refer the dispute to the International Court of Justice by request in conformity with the Statute of the Court.

2. Each State may, at the time of signature or ratification of this Convention or accession thereto, declare that it does not consider itself bound by paragraph 1 of this article. The other States Parties shall not be bound by paragraph 1 of this article with respect to any State Party having made such a reservation.

3. Any State Party having made a reservation in accordance with paragraph 2 of this article may at any time withdraw this reservation by notification to the Secretary-General of the United Nations.

Article 31

1. A State Party may denounce this Convention by written notification to the Secretary-General of the United Nations. Denunciation becomes effective one year after the date of receipt of the notification by the Secretary-General.

2. Such a denunciation shall not have the effect of releasing the State Party from its obligations under this Convention in regard to any act or omission which occurs prior to the date at which the denunciation becomes effective, nor shall denunciation prejudice in any way the continued consideration of any matter which is already under consideration by the Committee prior to the date at which the denunciation becomes effective.

3. Following the date at which the denunciation of a State Party becomes effective, the Committee shall not commence consideration of any new matter regarding that State.

Article 32

The Secretary-General of the United Nations shall inform all States Members of the United Nations and all States which have signed this Convention or acceded to it of the following:

(a) Signatures, ratifications and accessions under articles 25 and 26;

(b) The date of entry into force of this Convention under article 27 and the date of the entry into force of any amendments under article 29;

(c) Denunciations under article 31.

Article 33

1. This Convention, of which the Arabic, Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited with the Secretary-General of the United Nations.

2. The Secretary-General of the United Nations shall transmit certified copies of this Convention to all States.

Convention on the Elimination of All Forms of Discrimination Against Women

The States Parties to the present Convention,

Noting that the Charter of the United Nations reaffirms faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women,

Noting that the Universal Declaration of Human Rights affirms the principle of the inadmissibility of discrimination and proclaims that all human beings are born free and equal in dignity and rights and that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, including distinction based on sex,

Noting that the States Parties to the International Covenants on Human Rights have the obligation to ensure the equal rights of men and women to enjoy all economic, social, cultural, civil and political rights,

Considering the international conventions concluded under the auspices of the United Nations and the specialized agencies promoting equality of rights of men and women,

Noting also the resolutions, declarations and recommendations adopted by the United Nations and the specialized agencies promoting equality of rights of men and women,

Concerned, however, that despite these various instruments extensive discrimination against women continues to exist,

Recalling that discrimination against women violates the principles of equality of rights and respect for human dignity, is an obstacle to the participation of women, on equal terms with men, in the political, social, economic and cultural life of their countries, hampers the growth of the prosperity of society and the family and makes more difficult the full development of the potentialities of women in the service of their countries and of humanity,

Concerned that in situations of poverty women have the least access to food, health, education, training and opportunities for employment and other needs,

Convinced that the establishment of the new international economic order based on equity and justice will contribute significantly towards the promotion of equality between men and women,

Emphasizing that the eradication of apartheid, all forms of racism, racial discrimination, colonialism, neo-colonialism, aggression, foreign occupation and domination and interference in the internal affairs of States is essential to the full enjoyment of the rights of men and women,

Affirming that the strengthening of international peace and security, the relaxation of international tension, mutual co-operation among all States irrespective of their social and economic systems, general and complete disarmament, in particular nuclear disarmament under strict and effective international control, the affirmation of the principles of justice, equality and mutual benefit in relations among countries and the realization of the right of peoples under alien and colonial domination and foreign occupation to self-determination and independence, as well as respect for national sovereignty and territorial integrity, will

promote social progress and development and as a consequence will contribute to the attainment of full equality between men and women,

Convinced that the full and complete development of a country, the welfare of the world and the cause of peace require the maximum participation of women on equal terms with men in all fields,

Bearing in mind the great contribution of women to the welfare of the family and to the development of society, so far not fully recognized, the social significance of maternity and the role of both parents in the family and in the upbringing of children, and aware that the role of women in procreation should not be a basis for discrimination but that the upbringing of children requires a sharing of responsibility between men and women and society as a whole,

Aware that a change in the traditional role of men as well as the role of women in society and in the family is needed to achieve full equality between men and women,

Determined to implement the principles set forth in the Declaration on the Elimination of Discrimination against Women and, for that purpose, to adopt the measures required for the elimination of such discrimination in all its forms and manifestations,

Have agreed on the following:

PART I

Article I

For the purposes of the present Convention, the term "discrimination against women" shall mean any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.

Article 2

States Parties condemn discrimination against women in all its forms, agree to pursue by all appropriate means and without delay a policy of eliminating discrimination against women and, to this end, undertake:

(a) To embody the principle of the equality of men and women in their national constitutions or other appropriate legislation if not yet incorporated therein and to ensure, through law and other appropriate means, the practical realization of this principle;

(b) To adopt appropriate legislative and other measures, including sanctions where appropriate, prohibiting all discrimination against women;

(c) To establish legal protection of the rights of women on an equal basis with men and to ensure through competent national tribunals and other public institutions the effective protection of women against any act of discrimination;

(d) To refrain from engaging in any act or practice of discrimination against women and to ensure that public authorities and institutions shall act in conformity with this obligation;

(e) To take all appropriate measures to eliminate discrimination against women by any person, organization

or enterprise;

(f) To take all appropriate measures, including legislation, to modify or abolish existing laws, regulations, customs and practices which constitute discrimination against women;

(g) To repeal all national penal provisions which constitute discrimination against women.

Article 3

States Parties shall take in all fields, in particular in the political, social, economic and cultural fields, all appropriate measures, including legislation, to ensure the full development and advancement of women, for the purpose of guaranteeing them the exercise and enjoyment of human rights and fundamental freedoms on a basis of equality with men.

Article 4

1. Adoption by States Parties of temporary special measures aimed at accelerating de facto equality between men and women shall not be considered discrimination as defined in the present Convention, but shall in no way entail as a consequence the maintenance of unequal or separate standards; these measures shall be discontinued when the objectives of equality of opportunity and treatment have been achieved.

2. Adoption by States Parties of special measures, including those measures contained in the present Convention, aimed at protecting maternity shall not be considered discriminatory.

Article 5

States Parties shall take all appropriate measures:

(a) To modify the social and cultural patterns of conduct of men and women, with a view to achieving the elimination of prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women;

(b) To ensure that family education includes a proper understanding of maternity as a social function and the recognition of the common responsibility of men and women in the upbringing and development of their children, it being understood that the interest of the children is the primordial consideration in all cases.

Article 6

States Parties shall take all appropriate measures, including legislation, to suppress all forms of traffic in women and exploitation of prostitution of women.

PART II

Article 7

States Parties shall take all appropriate measures to eliminate discrimination against women in the political and public life of the country and, in particular, shall ensure to women, on equal terms with men, the right:

(a) To vote in all elections and public referenda and to be eligible for election to all publicly elected bodies;

(b) To participate in the formulation of government policy and the implementation thereof and to hold public office and perform all public functions at all levels of government;

(c) To participate in non-governmental organizations and associations concerned with the public and political life of the country.

Article 8

States Parties shall take all appropriate measures to ensure to women, on equal terms with men and without any discrimination, the opportunity to represent their Governments at the international level and to participate in the work of international organizations.

Article 9

1. States Parties shall grant women equal rights with men to acquire, change or retain their nationality. They shall ensure in particular that neither marriage to an alien nor change of nationality by the husband during marriage shall automatically change the nationality of the wife, render her stateless or force upon her the nationality of the husband.

2. States Parties shall grant women equal rights with men with respect to the nationality of their children.

PART III

Article 10

States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women:

(a) The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas; this equality shall be ensured in pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training;

(b) Access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality;

(c) The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods;

(d) The same opportunities to benefit from scholarships and other study grants;

(e) The same opportunities for access to programmes of continuing education, including adult and functional literacy programmes, particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women;

(f) The reduction of female student drop-out rates and the organization of programmes for girls and women who have left school prematurely;

(g) The same Opportunities to participate actively in sports and physical education;

(h) Access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning.

Article 11

1. States Parties shall take all appropriate measures to eliminate discrimination against women in the field of employment in order to ensure, on a basis of equality of men and women, the same rights, in particular:

- (a) The right to work as an inalienable right of all human beings;
- (b) The right to the same employment opportunities, including the application of the same criteria for selection in matters of employment;
- (c) The right to free choice of profession and employment, the right to promotion, job security and all benefits and conditions of service and the right to receive vocational training and retraining, including apprenticeships, advanced vocational training and recurrent training;
- (d) The right to equal remuneration, including benefits, and to equal treatment in respect of work of equal value, as well as equality of treatment in the evaluation of the quality of work;
- (e) The right to social security, particularly in cases of retirement, unemployment, sickness, invalidity and old age and other incapacity to work, as well as the right to paid leave;
- (f) The right to protection of health and to safety in working conditions, including the safeguarding of the function of reproduction.

2. In order to prevent discrimination against women on the grounds of marriage or maternity and to ensure their effective right to work, States Parties shall take appropriate measures:

- (a) To prohibit, subject to the imposition of sanctions, dismissal on the grounds of pregnancy or of maternity leave and discrimination in dismissals on the basis of marital status;
- (b) To introduce maternity leave with pay or with comparable social benefits without loss of former employment, seniority or social allowances;
- (c) To encourage the provision of the necessary supporting social services to enable parents to combine family obligations with work responsibilities and participation in public life, in particular through promoting the establishment and development of a network of child-care facilities;
- (d) To provide special protection to women during pregnancy in types of work proved to be harmful to them.

3. Protective legislation relating to matters covered in this article shall be reviewed periodically in the light of scientific and technological knowledge and shall be revised, repealed or extended as necessary.

Article 12

1. States Parties shall take all appropriate measures to eliminate discrimination against women in the field of health care in order to ensure, on a basis of equality of men and women, access to health care services, including those related to family planning.

2. Notwithstanding the provisions of paragraph I of this article, States Parties shall ensure to women appropriate services in connection with pregnancy, confinement and the post-natal period, granting free services where necessary, as well as adequate nutrition during pregnancy and lactation.

Article 13

States Parties shall take all appropriate measures to eliminate discrimination against women in other areas of economic and social life in order to ensure, on a basis of equality of men and women, the same rights, in particular:

- (a) The right to family benefits;
- (b) The right to bank loans, mortgages and other forms of financial credit;
- (c) The right to participate in recreational activities, sports and all aspects of cultural life.

Article 14

1. States Parties shall take into account the particular problems faced by rural women and the significant roles which rural women play in the economic survival of their families, including their work in the non-monetized sectors of the economy, and shall take all appropriate measures to ensure the application of the provisions of the present Convention to women in rural areas.

2. States Parties shall take all appropriate measures to eliminate discrimination against women in rural areas in order to ensure, on a basis of equality of men and women, that they participate in and benefit from rural development and, in particular, shall ensure to such women the right:

- (a) To participate in the elaboration and implementation of development planning at all levels;
- (b) To have access to adequate health care facilities, including information, counselling and services in family planning;
- (c) To benefit directly from social security programmes;
- (d) To obtain all types of training and education, formal and non-formal, including that relating to functional literacy, as well as, inter alia, the benefit of all community and extension services, in order to increase their technical proficiency;
- (e) To organize self-help groups and co-operatives in order to obtain equal access to economic opportunities through employment or self employment;
- (f) To participate in all community activities;
- (g) To have access to agricultural credit and loans, marketing facilities, appropriate technology and equal treatment in land and agrarian reform as well as in land resettlement schemes;
- (h) To enjoy adequate living conditions, particularly in relation to housing, sanitation, electricity and water supply, transport and communications.

PART IV

Article 15

1. States Parties shall accord to women equality with men before the law.
2. States Parties shall accord to women, in civil matters, a legal capacity identical to that of men and the same

opportunities to exercise that capacity. In particular, they shall give women equal rights to conclude contracts and to administer property and shall treat them equally in all stages of procedure in courts and tribunals.

3. States Parties agree that all contracts and all other private instruments of any kind with a legal effect which is directed at restricting the legal capacity of women shall be deemed null and void.

4. States Parties shall accord to men and women the same rights with regard to the law relating to the movement of persons and the freedom to choose their residence and domicile.

Article 16

1. States Parties shall take all appropriate measures to eliminate discrimination against women in all matters relating to marriage and family relations and in particular shall ensure, on a basis of equality of men and women:

(a) The same right to enter into marriage;

(b) The same right freely to choose a spouse and to enter into marriage only with their free and full consent;

(c) The same rights and responsibilities during marriage and at its dissolution;

(d) The same rights and responsibilities as parents, irrespective of their marital status, in matters relating to their children; in all cases the interests of the children shall be paramount;

(e) The same rights to decide freely and responsibly on the number and spacing of their children and to have access to the information, education and means to enable them to exercise these rights;

(f) The same rights and responsibilities with regard to guardianship, wardship, trusteeship and adoption of children, or similar institutions where these concepts exist in national legislation; in all cases the interests of the children shall be paramount;

(g) The same personal rights as husband and wife, including the right to choose a family name, a profession and an occupation;

(h) The same rights for both spouses in respect of the ownership, acquisition, management, administration, enjoyment and disposition of property, whether free of charge or for a valuable consideration.

2. The betrothal and the marriage of a child shall have no legal effect, and all necessary action, including legislation, shall be taken to specify a minimum age for marriage and to make the registration of marriages in an official registry compulsory.

PART V

Article 17

1. For the purpose of considering the progress made in the implementation of the present Convention, there shall be established a Committee on the Elimination of Discrimination against Women (hereinafter referred to as the Committee) consisting, at the time of entry into force of the Convention, of eighteen and, after ratification of or accession to the Convention by the thirty-fifth State Party, of twenty-three experts of high moral standing and competence in the field covered by the Convention. The experts shall be elected by States Parties from among their nationals and shall serve in their personal capacity, consideration being given to

equitable geographical distribution and to the representation of the different forms of civilization as well as the principal legal systems.

2. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals.

3. The initial election shall be held six months after the date of the entry into force of the present Convention. At least three months before the date of each election the Secretary-General of the United Nations shall address a letter to the States Parties inviting them to submit their nominations within two months. The Secretary-General shall prepare a list in alphabetical order of all persons thus nominated, indicating the States Parties which have nominated them, and shall submit it to the States Parties.

4. Elections of the members of the Committee shall be held at a meeting of States Parties convened by the Secretary-General at United Nations Headquarters. At that meeting, for which two thirds of the States Parties shall constitute a quorum, the persons elected to the Committee shall be those nominees who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.

5. The members of the Committee shall be elected for a term of four years. However, the terms of nine of the members elected at the first election shall expire at the end of two years; immediately after the first election the names of these nine members shall be chosen by lot by the Chairman of the Committee.

6. The election of the five additional members of the Committee shall be held in accordance with the provisions of paragraphs 2, 3 and 4 of this article, following the thirty-fifth ratification or accession. The terms of two of the additional members elected on this occasion shall expire at the end of two years, the names of these two members having been chosen by lot by the Chairman of the Committee.

7. For the filling of casual vacancies, the State Party whose expert has ceased to function as a member of the Committee shall appoint another expert from among its nationals, subject to the approval of the Committee.

8. The members of the Committee shall, with the approval of the General Assembly, receive emoluments from United Nations resources on such terms and conditions as the Assembly may decide, having regard to the importance of the Committee's responsibilities.

9. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.

Article 18

1. States Parties undertake to submit to the Secretary-General of the United Nations, for consideration by the Committee, a report on the legislative, judicial, administrative or other measures which they have adopted to give effect to the provisions of the present Convention and on the progress made in this respect:

(a) Within one year after the entry into force for the State concerned;

(b) Thereafter at least every four years and further whenever the Committee so requests.

2. Reports may indicate factors and difficulties affecting the degree of fulfilment of obligations under the present Convention.

Article 19

1. The Committee shall adopt its own rules of procedure.
2. The Committee shall elect its officers for a term of two years.

Article 20

1. The Committee shall normally meet for a period of not more than two weeks annually in order to consider the reports submitted in accordance with article 18 of the present Convention.
2. The meetings of the Committee shall normally be held at United Nations Headquarters or at any other convenient place as determined by the Committee. (amendment, status of ratification)

Article 21

1. The Committee shall, through the Economic and Social Council, report annually to the General Assembly of the United Nations on its activities and may make suggestions and general recommendations based on the examination of reports and information received from the States Parties. Such suggestions and general recommendations shall be included in the report of the Committee together with comments, if any, from States Parties.
2. The Secretary-General of the United Nations shall transmit the reports of the Committee to the Commission on the Status of Women for its information.

Article 22

The specialized agencies shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their activities. The Committee may invite the specialized agencies to submit reports on the implementation of the Convention in areas falling within the scope of their activities.

PART VI

Article 23

Nothing in the present Convention shall affect any provisions that are more conducive to the achievement of equality between men and women which may be contained:

- (a) In the legislation of a State Party; or
- (b) In any other international convention, treaty or agreement in force for that State.

Article 24

States Parties undertake to adopt all necessary measures at the national level aimed at achieving the full realization of the rights recognized in the present Convention.

Article 25

1. The present Convention shall be open for signature by all States.

2. The Secretary-General of the United Nations is designated as the depositary of the present Convention.

3. The present Convention is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.

4. The present Convention shall be open to accession by all States. Accession shall be effected by the deposit of an instrument of accession with the Secretary-General of the United Nations.

Article 26

1. A request for the revision of the present Convention may be made at any time by any State Party by means of a notification in writing addressed to the Secretary-General of the United Nations.

2. The General Assembly of the United Nations shall decide upon the steps, if any, to be taken in respect of such a request.

Article 27

1. The present Convention shall enter into force on the thirtieth day after the date of deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.

2. For each State ratifying the present Convention or acceding to it after the deposit of the twentieth instrument of ratification or accession, the Convention shall enter into force on the thirtieth day after the date of the deposit of its own instrument of ratification or accession.

Article 28

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.

2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.

3. Reservations may be withdrawn at any time by notification to this effect addressed to the Secretary-General of the United Nations, who shall then inform all States thereof. Such notification shall take effect on the date on which it is received.

Article 29

1. Any dispute between two or more States Parties concerning the interpretation or application of the present Convention which is not settled by negotiation shall, at the request of one of them, be submitted to arbitration. If within six months from the date of the request for arbitration the parties are unable to agree on the organization of the arbitration, any one of those parties may refer the dispute to the International Court of Justice by request in conformity with the Statute of the Court.

2. Each State Party may at the time of signature or ratification of the present Convention or accession thereto declare that it does not consider itself bound by paragraph 1 of this article. The other States Parties shall not be bound by that paragraph with respect to any State Party which has made such a reservation.

3. Any State Party which has made a reservation in accordance with paragraph 2 of this article may at any time withdraw that reservation by notification to the Secretary-General of the United Nations.

Article 30

The present Convention, the Arabic, Chinese, English, French, Russian and Spanish texts of which are equally authentic, shall be deposited with the Secretary-General of the United Nations.

IN WITNESS WHEREOF the undersigned, duly authorized, have signed the present Convention.

Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment

Adopted and opened for signature, ratification and accession by General Assembly resolution 39/46 of 10 December 1984

entry into force 26 June 1987, in accordance with article 27 (1)

The States Parties to this Convention,

Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Recognizing that those rights derive from the inherent dignity of the human person,

Considering the obligation of States under the Charter, in particular Article 55, to promote universal respect for, and observance of, human rights and fundamental freedoms,

Having regard to article 5 of the Universal Declaration of Human Rights and article 7 of the International Covenant on Civil and Political Rights, both of which provide that no one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment,

Having regard also to the Declaration on the Protection of All Persons from Being Subjected to Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, adopted by the General Assembly on 9 December 1975,

Desiring to make more effective the struggle against torture and other cruel, inhuman or degrading treatment or punishment throughout the world,

Have agreed as follows:

PART I

Article 1

1. For the purposes of this Convention, the term "torture" means any act by which severe pain or suffering, whether physical or mental, is intentionally inflicted on a person for such purposes as obtaining from him or a third person information or a confession, punishing him for an act he or a third person has committed or is suspected of having committed, or intimidating or coercing him or a third person, or for any reason based on discrimination of any kind, when such pain or suffering is inflicted by or at the instigation of or with the consent or acquiescence of a public official or other person acting in an official capacity. It does not include pain or suffering arising only from, inherent in or incidental to lawful sanctions.

2. This article is without prejudice to any international instrument or national legislation which does or may contain provisions of wider application.

Article 2

1. Each State Party shall take effective legislative, administrative, judicial or other measures to prevent acts of torture in any territory under its jurisdiction.

2. No exceptional circumstances whatsoever, whether a state of war or a threat of war, internal political instability or any other public emergency, may be invoked as a justification of torture.

3. An order from a superior officer or a public authority may not be invoked as a justification of torture.

Article 3

1. No State Party shall expel, return ("refouler") or extradite a person to another State where there are substantial grounds for believing that he would be in danger of being subjected to torture.

2. For the purpose of determining whether there are such grounds, the competent authorities shall take into account all relevant considerations including, where applicable, the existence in the State concerned of a consistent pattern of gross, flagrant or mass violations of human rights.

Article 4

1. Each State Party shall ensure that all acts of torture are offences under its criminal law. The same shall apply to an attempt to commit torture and to an act by any person which constitutes complicity or participation in torture. 2. Each State Party shall make these offences punishable by appropriate penalties which take into account their grave nature.

Article 5

1. Each State Party shall take such measures as may be necessary to establish its jurisdiction over the offences referred to in article 4 in the following cases:

(a) When the offences are committed in any territory under its jurisdiction or on board a ship or aircraft registered in that State;

(b) When the alleged offender is a national of that State;

(c) When the victim is a national of that State if that State considers it appropriate.

2. Each State Party shall likewise take such measures as may be necessary to establish its jurisdiction over such offences in cases where the alleged offender is present in any territory under its jurisdiction and it does not extradite him pursuant to article 8 to any of the States mentioned in paragraph 1 of this article.

3. This Convention does not exclude any criminal jurisdiction exercised in accordance with internal law.

Article 6

1. Upon being satisfied, after an examination of information available to it, that the circumstances so warrant, any State Party in whose territory a person alleged to have committed any offence referred to in article 4 is present shall take him into custody or take other legal measures to ensure his presence. The custody and other legal measures shall be as provided in the law of that State but may be continued only for such time as is necessary to enable any criminal or extradition proceedings to be instituted.

2. Such State shall immediately make a preliminary inquiry into the facts.

3. Any person in custody pursuant to paragraph 1 of this article shall be assisted in communicating immediately with the nearest appropriate representative of the State of which he is a national, or, if he is a stateless person, with the representative of the State where he usually resides.

4. When a State, pursuant to this article, has taken a person into custody, it shall immediately notify the States referred to in article 5, paragraph 1, of the fact that such person is in custody and of the circumstances which warrant his detention. The State which makes the preliminary inquiry contemplated in paragraph 2 of this article shall promptly report its findings to the said States and shall indicate whether it intends to exercise jurisdiction.

Article 7

1. The State Party in the territory under whose jurisdiction a person alleged to have committed any offence referred to in article 4 is found shall in the cases contemplated in article 5, if it does not extradite him, submit the case to its competent authorities for the purpose of prosecution.

2. These authorities shall take their decision in the same manner as in the case of any ordinary offence of a serious nature under the law of that State. In the cases referred to in article 5, paragraph 2, the standards of evidence required for prosecution and conviction shall in no way be less stringent than those which apply in the cases referred to in article 5, paragraph 1.

3. Any person regarding whom proceedings are brought in connection with any of the offences referred to in article 4 shall be guaranteed fair treatment at all stages of the proceedings.

Article 8

1. The offences referred to in article 4 shall be deemed to be included as extraditable offences in any extradition treaty existing between States Parties. States Parties undertake to include such offences as extraditable offences in every extradition treaty to be concluded between them.

2. If a State Party which makes extradition conditional on the existence of a treaty receives a request for extradition from another State Party with which it has no extradition treaty, it may consider this Convention as the legal basis for extradition in respect of such offences. Extradition shall be subject to the other conditions provided by the law of the requested State.

3. States Parties which do not make extradition conditional on the existence of a treaty shall recognize such offences as extraditable offences between themselves subject to the conditions provided by the law of the requested State.

4. Such offences shall be treated, for the purpose of extradition between States Parties, as if they had been

committed not only in the place in which they occurred but also in the territories of the States required to establish their jurisdiction in accordance with article 5, paragraph 1.

Article 9

1. States Parties shall afford one another the greatest measure of assistance in connection with criminal proceedings brought in respect of any of the offences referred to in article 4, including the supply of all evidence at their disposal necessary for the proceedings.

2. States Parties shall carry out their obligations under paragraph 1 of this article in conformity with any treaties on mutual judicial assistance that may exist between them.

Article 10

1. Each State Party shall ensure that education and information regarding the prohibition against torture are fully included in the training of law enforcement personnel, civil or military, medical personnel, public officials and other persons who may be involved in the custody, interrogation or treatment of any individual subjected to any form of arrest, detention or imprisonment.

2. Each State Party shall include this prohibition in the rules or instructions issued in regard to the duties and functions of any such person.

Article 11

Each State Party shall keep under systematic review interrogation rules, instructions, methods and practices as well as arrangements for the custody and treatment of persons subjected to any form of arrest, detention or imprisonment in any territory under its jurisdiction, with a view to preventing any cases of torture.

Article 12

Each State Party shall ensure that its competent authorities proceed to a prompt and impartial investigation, wherever there is reasonable ground to believe that an act of torture has been committed in any territory under its jurisdiction.

Article 13

Each State Party shall ensure that any individual who alleges he has been subjected to torture in any territory under its jurisdiction has the right to complain to, and to have his case promptly and impartially examined by, its competent authorities. Steps shall be taken to ensure that the complainant and witnesses are protected against all ill-treatment or intimidation as a consequence of his complaint or any evidence given.

Article 14

1. Each State Party shall ensure in its legal system that the victim of an act of torture obtains redress and has an enforceable right to fair and adequate compensation, including the means for as full rehabilitation as possible. In the event of the death of the victim as a result of an act of torture, his dependants shall be entitled to compensation.

2. Nothing in this article shall affect any right of the victim or other persons to compensation which may exist

under national law.

Article 15

Each State Party shall ensure that any statement which is established to have been made as a result of torture shall not be invoked as evidence in any proceedings, except against a person accused of torture as evidence that the statement was made.

Article 16

1. Each State Party shall undertake to prevent in any territory under its jurisdiction other acts of cruel, inhuman or degrading treatment or punishment which do not amount to torture as defined in article I, when such acts are committed by or at the instigation of or with the consent or acquiescence of a public official or other person acting in an official capacity. In particular, the obligations contained in articles 10, 11, 12 and 13 shall apply with the substitution for references to torture of references to other forms of cruel, inhuman or degrading treatment or punishment.

2. The provisions of this Convention are without prejudice to the provisions of any other international instrument or national law which prohibits cruel, inhuman or degrading treatment or punishment or which relates to extradition or expulsion.

PART II

Article 17

1. There shall be established a Committee against Torture (hereinafter referred to as the Committee) which shall carry out the functions hereinafter provided. The Committee shall consist of ten experts of high moral standing and recognized competence in the field of human rights, who shall serve in their personal capacity. The experts shall be elected by the States Parties, consideration being given to equitable geographical distribution and to the usefulness of the participation of some persons having legal experience.

2. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals. States Parties shall bear in mind the usefulness of nominating persons who are also members of the Human Rights Committee established under the International Covenant on Civil and Political Rights and who are willing to serve on the Committee against Torture.

3. Elections of the members of the Committee shall be held at biennial meetings of States Parties convened by the Secretary-General of the United Nations. At those meetings, for which two thirds of the States Parties shall constitute a quorum, the persons elected to the Committee shall be those who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.

4. The initial election shall be held no later than six months after the date of the entry into force of this Convention. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to the States Parties inviting them to submit their nominations within three months. The Secretary-General shall prepare a list in alphabetical order of all persons thus nominated, indicating the States Parties which have nominated them, and shall submit it to the States Parties.

5. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election if renominated. However, the term of five of the members elected at the first election shall expire at the end of two years; immediately after the first election the names of these five members shall be chosen by lot by the chairman of the meeting referred to in paragraph 3 of this article.

6. If a member of the Committee dies or resigns or for any other cause can no longer perform his Committee duties, the State Party which nominated him shall appoint another expert from among its nationals to serve for the remainder of his term, subject to the approval of the majority of the States Parties. The approval shall be considered given unless half or more of the States Parties respond negatively within six weeks after having been informed by the Secretary-General of the United Nations of the proposed appointment.

7. States Parties shall be responsible for the expenses of the members of the Committee while they are in performance of Committee duties.

Article 18

1. The Committee shall elect its officers for a term of two years. They may be re-elected.

2. The Committee shall establish its own rules of procedure, but these rules shall provide, inter alia, that:

(a) Six members shall constitute a quorum;

(b) Decisions of the Committee shall be made by a majority vote of the members present.

3. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under this Convention.

4. The Secretary-General of the United Nations shall convene the initial meeting of the Committee. After its initial meeting, the Committee shall meet at such times as shall be provided in its rules of procedure.

5. The States Parties shall be responsible for expenses incurred in connection with the holding of meetings of the States Parties and of the Committee, including reimbursement to the United Nations for any expenses, such as the cost of staff and facilities, incurred by the United Nations pursuant to paragraph 3 of this article.

Article 19

1. The States Parties shall submit to the Committee, through the Secretary-General of the United Nations, reports on the measures they have taken to give effect to their undertakings under this Convention, within one year after the entry into force of the Convention for the State Party concerned. Thereafter the States Parties shall submit supplementary reports every four years on any new measures taken and such other reports as the Committee may request.

2. The Secretary-General of the United Nations shall transmit the reports to all States Parties.

3. Each report shall be considered by the Committee which may make such general comments on the report as it may consider appropriate and shall forward these to the State Party concerned. That State Party may respond with any observations it chooses to the Committee.

4. The Committee may, at its discretion, decide to include any comments made by it in accordance with

paragraph 3 of this article, together with the observations thereon received from the State Party concerned, in its annual report made in accordance with article 24. If so requested by the State Party concerned, the Committee may also include a copy of the report submitted under paragraph I of this article.

Article 20

1. If the Committee receives reliable information which appears to it to contain well-founded indications that torture is being systematically practised in the territory of a State Party, the Committee shall invite that State Party to co-operate in the examination of the information and to this end to submit observations with regard to the information concerned.

2. Taking into account any observations which may have been submitted by the State Party concerned, as well as any other relevant information available to it, the Committee may, if it decides that this is warranted, designate one or more of its members to make a confidential inquiry and to report to the Committee urgently.

3. If an inquiry is made in accordance with paragraph 2 of this article, the Committee shall seek the co-operation of the State Party concerned. In agreement with that State Party, such an inquiry may include a visit to its territory.

4. After examining the findings of its member or members submitted in accordance with paragraph 2 of this article, the Commission shall transmit these findings to the State Party concerned together with any comments or suggestions which seem appropriate in view of the situation.

5. All the proceedings of the Committee referred to in paragraphs 1 to 4 of this article shall be confidential, and at all stages of the proceedings the co-operation of the State Party shall be sought. After such proceedings have been completed with regard to an inquiry made in accordance with paragraph 2, the Committee may, after consultations with the State Party concerned, decide to include a summary account of the results of the proceedings in its annual report made in accordance with article 24.

Article 21

1. A State Party to this Convention may at any time declare under this article that it recognizes the competence of the Committee to receive and consider communications to the effect that a State Party claims that another State Party is not fulfilling its obligations under this Convention. Such communications may be received and considered according to the procedures laid down in this article only if submitted by a State Party which has made a declaration recognizing in regard to itself the competence of the Committee. No communication shall be dealt with by the Committee under this article if it concerns a State Party which has not made such a declaration. Communications received under this article shall be dealt with in accordance with the following procedure;

(a) If a State Party considers that another State Party is not giving effect to the provisions of this Convention, it may, by written communication, bring the matter to the attention of that State Party. Within three months after the receipt of the communication the receiving State shall afford the State which sent the communication an explanation or any other statement in writing clarifying the matter, which should include, to the extent possible and pertinent, reference to domestic procedures and remedies taken, pending or available in the matter;

(b) If the matter is not adjusted to the satisfaction of both States Parties concerned within six months after

the receipt by the receiving State of the initial communication, either State shall have the right to refer the matter to the Committee, by notice given to the Committee and to the other State;

(c) The Committee shall deal with a matter referred to it under this article only after it has ascertained that all domestic remedies have been invoked and exhausted in the matter, in conformity with the generally recognized principles of international law. This shall not be the rule where the application of the remedies is unreasonably prolonged or is unlikely to bring effective relief to the person who is the victim of the violation of this Convention;

(d) The Committee shall hold closed meetings when examining communications under this article; (e) Subject to the provisions of subparagraph

(e), the Committee shall make available its good offices to the States Parties concerned with a view to a friendly solution of the matter on the basis of respect for the obligations provided for in this Convention. For this purpose, the Committee may, when appropriate, set up an ad hoc conciliation commission;

(f) In any matter referred to it under this article, the Committee may call upon the States Parties concerned, referred to in subparagraph (b), to supply any relevant information;

(g) The States Parties concerned, referred to in subparagraph (b), shall have the right to be represented when the matter is being considered by the Committee and to make submissions orally and/or in writing;

(h) The Committee shall, within twelve months after the date of receipt of notice under subparagraph (b), submit a report:

(i) If a solution within the terms of subparagraph (e) is reached, the Committee shall confine its report to a brief statement of the facts and of the solution reached;

(ii) If a solution within the terms of subparagraph (e) is not reached, the Committee shall confine its report to a brief statement of the facts; the written submissions and record of the oral submissions made by the States Parties concerned shall be attached to the report.

In every matter, the report shall be communicated to the States Parties concerned.

2. The provisions of this article shall come into force when five States Parties to this Convention have made declarations under paragraph 1 of this article. Such declarations shall be deposited by the States Parties with the Secretary-General of the United Nations, who shall transmit copies thereof to the other States Parties. A declaration may be withdrawn at any time by notification to the Secretary-General. Such a withdrawal shall not prejudice the consideration of any matter which is the subject of a communication already transmitted under this article; no further communication by any State Party shall be received under this article after the notification of withdrawal of the declaration has been received by the Secretary-General, unless the State Party concerned has made a new declaration.

Article 22

1. A State Party to this Convention may at any time declare under this article that it recognizes the competence of the Committee to receive and consider communications from or on behalf of individuals subject to its jurisdiction who claim to be victims of a violation by a State Party of the provisions of the Convention. No communication shall be received by the Committee if it concerns a State Party which has not made such a declaration.

2. The Committee shall consider inadmissible any communication under this article which is anonymous or which it considers to be an abuse of the right of submission of such communications or to be incompatible with the provisions of this Convention.

3. Subject to the provisions of paragraph 2, the Committee shall bring any communications submitted to it under this article to the attention of the State Party to this Convention which has made a declaration under paragraph I and is alleged to be violating any provisions of the Convention. Within six months, the receiving State shall submit to the Committee written explanations or statements clarifying the matter and the remedy, if any, that may have been taken by that State.

4. The Committee shall consider communications received under this article in the light of all information made available to it by or on behalf of the individual and by the State Party concerned. 5. The Committee shall not consider any communications from an individual under this article unless it has ascertained that:

(a) The same matter has not been, and is not being, examined under another procedure of international investigation or settlement;

(b) The individual has exhausted all available domestic remedies; this shall not be the rule where the application of the remedies is unreasonably prolonged or is unlikely to bring effective relief to the person who is the victim of the violation of this Convention.

6. The Committee shall hold closed meetings when examining communications under this article.

7. The Committee shall forward its views to the State Party concerned and to the individual.

8. The provisions of this article shall come into force when five States Parties to this Convention have made declarations under paragraph 1 of this article. Such declarations shall be deposited by the States Parties with the Secretary-General of the United Nations, who shall transmit copies thereof to the other States Parties. A declaration may be withdrawn at any time by notification to the Secretary-General. Such a withdrawal shall not prejudice the consideration of any matter which is the subject of a communication already transmitted under this article; no further communication by or on behalf of an individual shall be received under this article after the notification of withdrawal of the declaration has been received by the Secretary-General, unless the State Party has made a new declaration.

Article 23

The members of the Committee and of the ad hoc conciliation commissions which may be appointed under article 21, paragraph I (e), shall be entitled to the facilities, privileges and immunities of experts on mission for the United Nations as laid down in the relevant sections of the Convention on the Privileges and Immunities of the United Nations.

Article 24

The Committee shall submit an annual report on its activities under this Convention to the States Parties and to the General Assembly of the United Nations.

PART III

Article 25

1. This Convention is open for signature by all States. 2. This Convention is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.

Article 26

This Convention is open to accession by all States. Accession shall be effected by the deposit of an instrument of accession with the Secretary-General of the United Nations.

Article 27

1. This Convention shall enter into force on the thirtieth day after the date of the deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.

2. For each State ratifying this Convention or acceding to it after the deposit of the twentieth instrument of ratification or accession, the Convention shall enter into force on the thirtieth day after the date of the deposit of its own instrument of ratification or accession.

Article 28

1. Each State may, at the time of signature or ratification of this Convention or accession thereto, declare that it does not recognize the competence of the Committee provided for in article 20.

2. Any State Party having made a reservation in accordance with paragraph 1 of this article may, at any time, withdraw this reservation by notification to the Secretary-General of the United Nations.

Article 29

1. Any State Party to this Convention may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate the proposed amendment to the States Parties with a request that they notify him whether they favour a conference of States Parties for the purpose of considering and voting upon the proposal. In the event that within four months from the date of such communication at least one third of the States Parties favours such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of the States Parties present and voting at the conference shall be submitted by the Secretary-General to all the States Parties for acceptance.

2. An amendment adopted in accordance with paragraph 1 of this article shall enter into force when two thirds of the States Parties to this Convention have notified the Secretary-General of the United Nations that they have accepted it in accordance with their respective constitutional processes.

3. When amendments enter into force, they shall be binding on those States Parties which have accepted them, other States Parties still being bound by the provisions of this Convention and any earlier amendments which they have accepted.

Article 30

1. Any dispute between two or more States Parties concerning the interpretation or application of this Convention which cannot be settled through negotiation shall, at the request of one of them, be submitted to

arbitration. If within six months from the date of the request for arbitration the Parties are unable to agree on the organization of the arbitration, any one of those Parties may refer the dispute to the International Court of Justice by request in conformity with the Statute of the Court.

2. Each State may, at the time of signature or ratification of this Convention or accession thereto, declare that it does not consider itself bound by paragraph I of this article. The other States Parties shall not be bound by paragraph I of this article with respect to any State Party having made such a reservation.

3. Any State Party having made a reservation in accordance with paragraph 2 of this article may at any time withdraw this reservation by notification to the Secretary-General of the United Nations.

Article 31

1. A State Party may denounce this Convention by written notification to the Secretary-General of the United Nations. Denunciation becomes effective one year after the date of receipt of the notification by the Secretary-General.

2. Such a denunciation shall not have the effect of releasing the State Party from its obligations under this Convention in regard to any act or omission which occurs prior to the date at which the denunciation becomes effective, nor shall denunciation prejudice in any way the continued consideration of any matter which is already under consideration by the Committee prior to the date at which the denunciation becomes effective.

3. Following the date at which the denunciation of a State Party becomes effective, the Committee shall not commence consideration of any new matter regarding that State.

Article 32

The Secretary-General of the United Nations shall inform all States Members of the United Nations and all States which have signed this Convention or acceded to it of the following:

(a) Signatures, ratifications and accessions under articles 25 and 26;

(b) The date of entry into force of this Convention under article 27 and the date of the entry into force of any amendments under article 29;

(c) Denunciations under article 31.

Article 33

1. This Convention, of which the Arabic, Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited with the Secretary-General of the United Nations.

2. The Secretary-General of the United Nations shall transmit certified copies of this Convention to all States.

Convention on the Rights of the Child

**Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25
of 20 November 1989**

Entry into force 2 September 1990, in accordance with article 49

Preamble

The States Parties to the present Convention,

Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Bearing in mind that the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,

Recognizing that the United Nations has, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,

Recalling that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,

Convinced that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,

Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,

Considering that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,

Bearing in mind that the need to extend particular care to the child has been stated in the Geneva Declaration of the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the General Assembly on 20 November 1959 and recognized in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children,

Bearing in mind that, as indicated in the Declaration of the Rights of the Child, "the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth",

Recalling the provisions of the Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules); and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict, Recognizing that, in all countries in the world, there are children living in exceptionally difficult conditions, and that such children need special consideration,

Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child, Recognizing the importance of international co-operation for improving the living conditions of children in every country, in particular in the developing countries,

Have agreed as follows:

PART I

Article 1

For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.

Article 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

Article 3

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of

safety, health, in the number and suitability of their staff, as well as competent supervision.

Article 4

States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation.

Article 5

States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

Article 6

1. States Parties recognize that every child has the inherent right to life.
2. States Parties shall ensure to the maximum extent possible the survival and development of the child.

Article 7

1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.
2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.

Article 8

1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.
2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to re-establishing speedily his or her identity.

Article 9

1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.

2. In any proceedings pursuant to paragraph 1 of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.

3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests.

4. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

Article 10

1. In accordance with the obligation of States Parties under article 9, paragraph 1, applications by a child or his or her parents to enter or leave a State Party for the purpose of family reunification shall be dealt with by States Parties in a positive, humane and expeditious manner. States Parties shall further ensure that the submission of such a request shall entail no adverse consequences for the applicants and for the members of their family.

2. A child whose parents reside in different States shall have the right to maintain on a regular basis, save in exceptional circumstances personal relations and direct contacts with both parents. Towards that end and in accordance with the obligation of States Parties under article 9, paragraph 1, States Parties shall respect the right of the child and his or her parents to leave any country, including their own, and to enter their own country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary to protect the national security, public order (ordre public), public health or morals or the rights and freedoms of others and are consistent with the other rights recognized in the present Convention.

Article 11

1. States Parties shall take measures to combat the illicit transfer and non-return of children abroad.

2. To this end, States Parties shall promote the conclusion of bilateral or multilateral agreements or accession to existing agreements.

Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate

body, in a manner consistent with the procedural rules of national law.

Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:

(a) For respect of the rights or reputations of others; or

(b) For the protection of national security or of public order (ordre public), or of public health or morals.

Article 14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.

2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.

3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.

Article 15

1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.

2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (ordre public), the protection of public health or morals or the protection of the rights and freedoms of others.

Article 16

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, or correspondence, nor to unlawful attacks on his or her honour and reputation.

2. The child has the right to the protection of the law against such interference or attacks.

Article 17

States Parties recognize the important function performed by the mass media and shall ensure that the child

has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health.

To this end, States Parties shall:

- (a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;
- (b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;
- (c) Encourage the production and dissemination of children's books;
- (d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;
- (e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.

Article 18

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.
2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.
3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.

Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.
2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Article 20

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.
2. States Parties shall in accordance with their national laws ensure alternative care for such a child.
3. Such care could include, inter alia, foster placement, kafalah of Islamic law, adoption or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

Article 21

States Parties that recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:

- (a) Ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary;
- (b) Recognize that inter-country adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin;
- (c) Ensure that the child concerned by inter-country adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption;
- (d) Take all appropriate measures to ensure that, in inter-country adoption, the placement does not result in improper financial gain for those involved in it;
- (e) Promote, where appropriate, the objectives of the present article by concluding bilateral or multilateral arrangements or agreements, and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.

Article 22

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.
2. For this purpose, States Parties shall provide, as they consider appropriate, co-operation in any efforts by

the United Nations and other competent intergovernmental organizations or non-governmental organizations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason , as set forth in the present Convention.

Article 23

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.
2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.
3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development
4. States Parties shall promote, in the spirit of international cooperation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

Article 24

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.
2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:
 - (a) To diminish infant and child mortality;
 - (b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;
 - (c) To combat disease and malnutrition, including within the framework of primary health care, through,

inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking-water, taking into consideration the dangers and risks of environmental pollution;

(d) To ensure appropriate pre-natal and post-natal health care for mothers;

(e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents;

(f) To develop preventive health care, guidance for parents and family planning education and services.

3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.

4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.

Article 25

States Parties recognize the right of a child who has been placed by the competent authorities for the purposes of care, protection or treatment of his or her physical or mental health, to a periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.

Article 26

1. States Parties shall recognize for every child the right to benefit from social security, including social insurance, and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.

2. The benefits should, where appropriate, be granted, taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child, as well as any other consideration relevant to an application for benefits made by or on behalf of the child.

Article 27

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.

3. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.

4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from

the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements, as well as the making of other appropriate arrangements.

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

- (a) Make primary education compulsory and available free to all;
- (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
- (c) Make higher education accessible to all on the basis of capacity by every appropriate means;
- (d) Make educational and vocational information and guidance available and accessible to all children;
- (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29

1. States Parties agree that the education of the child shall be directed to:

- (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
- (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
- (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
- (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
- (e) The development of respect for the natural environment.

2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Article 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.

Article 31

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

Article 32

1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.

2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:

(a) Provide for a minimum age or minimum ages for admission to employment;

(b) Provide for appropriate regulation of the hours and conditions of employment;

(c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

Article 33

States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

Article 34

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

- (a) The inducement or coercion of a child to engage in any unlawful sexual activity;
- (b) The exploitative use of children in prostitution or other unlawful sexual practices;
- (c) The exploitative use of children in pornographic performances and materials.

Article 35

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

Article 36

States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

Article 37

States Parties shall ensure that:

- (a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age;
- (b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;
- (c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age. In particular, every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;
- (d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and to a prompt decision on any such action.

Article 38

1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child.

2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of fifteen years do not take a direct part in hostilities.

3. States Parties shall refrain from recruiting any person who has not attained the age of fifteen years into their armed forces. In recruiting among those persons who have attained the age of fifteen years but who have not attained the age of eighteen years, States Parties shall endeavour to give priority to those who are oldest.

4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.

Article 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.

Article 40

1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society.

2. To this end, and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that:

(a) No child shall be alleged as, be accused of, or recognized as having infringed the penal law by reason of acts or omissions that were not prohibited by national or international law at the time they were committed;

(b) Every child alleged as or accused of having infringed the penal law has at least the following guarantees:

(i) To be presumed innocent until proven guilty according to law;

(ii) To be informed promptly and directly of the charges against him or her, and, if appropriate, through his or her parents or legal guardians, and to have legal or other appropriate assistance in the preparation and presentation of his or her defence;

(iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;

(iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;

(v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;

(vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used;

(vii) To have his or her privacy fully respected at all stages of the proceedings.

3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and, in particular:

(a) The establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law;

(b) Whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected. 4. A variety of dispositions, such as care, guidance and supervision orders; counselling; probation; foster care; education and vocational training programmes and other alternatives to institutional care shall be available to ensure that children are dealt with in a manner appropriate to their well-being and proportionate both to their circumstances and the offence.

Article 41

Nothing in the present Convention shall affect any provisions which are more conducive to the realization of the rights of the child and which may be contained in:

(a) The law of a State party; or

(b) International law in force for that State.

PART II

Article 42

States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.

Article 43

1. For the purpose of examining the progress made by States Parties in achieving the realization of the obligations undertaken in the present Convention, there shall be established a Committee on the Rights of the Child, which shall carry out the functions hereinafter provided.

2. The Committee shall consist of eighteen experts of high moral standing and recognized competence in the field covered by this Convention.^{1/} The members of the Committee shall be elected by States Parties from among their nationals and shall serve in their personal capacity, consideration being given to equitable

geographical distribution, as well as to the principal legal systems.

3. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals.

4. The initial election to the Committee shall be held no later than six months after the date of the entry into force of the present Convention and thereafter every second year. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to States Parties inviting them to submit their nominations within two months. The Secretary-General shall subsequently prepare a list in alphabetical order of all persons thus nominated, indicating States Parties which have nominated them, and shall submit it to the States Parties to the present Convention.

5. The elections shall be held at meetings of States Parties convened by the Secretary-General at United Nations Headquarters. At those meetings, for which two thirds of States Parties shall constitute a quorum, the persons elected to the Committee shall be those who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.

6. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election if renominated. The term of five of the members elected at the first election shall expire at the end of two years; immediately after the first election, the names of these five members shall be chosen by lot by the Chairman of the meeting.

7. If a member of the Committee dies or resigns or declares that for any other cause he or she can no longer perform the duties of the Committee, the State Party which nominated the member shall appoint another expert from among its nationals to serve for the remainder of the term, subject to the approval of the Committee.

8. The Committee shall establish its own rules of procedure.

9. The Committee shall elect its officers for a period of two years.

10. The meetings of the Committee shall normally be held at United Nations Headquarters or at any other convenient place as determined by the Committee. The Committee shall normally meet annually. The duration of the meetings of the Committee shall be determined, and reviewed, if necessary, by a meeting of the States Parties to the present Convention, subject to the approval of the General Assembly.

11. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.

12. With the approval of the General Assembly, the members of the Committee established under the present Convention shall receive emoluments from United Nations resources on such terms and conditions as the Assembly may decide.

Article 44

1. States Parties undertake to submit to the Committee, through the Secretary-General of the United Nations, reports on the measures they have adopted which give effect to the rights recognized herein and on the progress made on the enjoyment of those rights

(a) Within two years of the entry into force of the Convention for the State Party concerned;

(b) Thereafter every five years.

2. Reports made under the present article shall indicate factors and difficulties, if any, affecting the degree of fulfilment of the obligations under the present Convention. Reports shall also contain sufficient information to provide the Committee with a comprehensive understanding of the implementation of the Convention in the country concerned.

3. A State Party which has submitted a comprehensive initial report to the Committee need not, in its subsequent reports submitted in accordance with paragraph 1 (b) of the present article, repeat basic information previously provided.

4. The Committee may request from States Parties further information relevant to the implementation of the Convention.

5. The Committee shall submit to the General Assembly, through the Economic and Social Council, every two years, reports on its activities.

6. States Parties shall make their reports widely available to the public in their own countries.

Article 45

In order to foster the effective implementation of the Convention and to encourage international co-operation in the field covered by the Convention:

(a) The specialized agencies, the United Nations Children's Fund, and other United Nations organs shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their mandate. The Committee may invite the specialized agencies, the United Nations Children's Fund and other competent bodies as it may consider appropriate to provide expert advice on the implementation of the Convention in areas falling within the scope of their respective mandates. The Committee may invite the specialized agencies, the United Nations Children's Fund, and other United Nations organs to submit reports on the implementation of the Convention in areas falling within the scope of their activities;

(b) The Committee shall transmit, as it may consider appropriate, to the specialized agencies, the United Nations Children's Fund and other competent bodies, any reports from States Parties that contain a request, or indicate a need, for technical advice or assistance, along with the Committee's observations and suggestions, if any, on these requests or indications;

(c) The Committee may recommend to the General Assembly to request the Secretary-General to undertake on its behalf studies on specific issues relating to the rights of the child;

(d) The Committee may make suggestions and general recommendations based on information received pursuant to articles 44 and 45 of the present Convention. Such suggestions and general recommendations shall be transmitted to any State Party concerned and reported to the General Assembly, together with comments, if any, from States Parties.

PART III

Article 46

The present Convention shall be open for signature by all States.

Article 47

The present Convention is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.

Article 48

The present Convention shall remain open for accession by any State. The instruments of accession shall be deposited with the Secretary-General of the United Nations.

Article 49

1. The present Convention shall enter into force on the thirtieth day following the date of deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.
2. For each State ratifying or acceding to the Convention after the deposit of the twentieth instrument of ratification or accession, the Convention shall enter into force on the thirtieth day after the deposit by such State of its instrument of ratification or accession.

Article 50

1. Any State Party may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate the proposed amendment to States Parties, with a request that they indicate whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that, within four months from the date of such communication, at least one third of the States Parties favour such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of States Parties present and voting at the conference shall be submitted to the General Assembly for approval.
2. An amendment adopted in accordance with paragraph 1 of the present article shall enter into force when it has been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of States Parties.
3. When an amendment enters into force, it shall be binding on those States Parties which have accepted it, other States Parties still being bound by the provisions of the present Convention and any earlier amendments which they have accepted.

Article 51

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.
2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.
3. Reservations may be withdrawn at any time by notification to that effect addressed to the Secretary-General of the United Nations, who shall then inform all States. Such notification shall take effect on the date on which it is received by the Secretary-General

Article 52

A State Party may denounce the present Convention by written notification to the Secretary-General of the United Nations. Denunciation becomes effective one year after the date of receipt of the notification by the Secretary-General.

Article 53

The Secretary-General of the United Nations is designated as the depositary of the present Convention.

Article 54

The original of the present Convention, of which the Arabic, Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited with the Secretary-General of the United Nations. In witness thereof the undersigned plenipotentiaries, being duly authorized thereto by their respective Governments, have signed the present Convention.

¹/ The General Assembly, in its resolution 50/155 of 21 December 1995 , approved the amendment to article 43, paragraph 2, of the Convention on the Rights of the Child, replacing the word “ten” with the word “eighteen”. The amendment entered into force on 18 November 2002 when it had been accepted by a two-thirds majority of the States parties (128 out of 191).

International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families

Adopted by General Assembly resolution 45/158 of 18 December 1990

Preamble

The States Parties to the present Convention,

Taking into account the principles embodied in the basic instruments of the United Nations concerning human rights, in particular the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, the International Covenant on Civil and Political Rights, the International Convention on the Elimination of All Forms of Racial Discrimination, the Convention on the Elimination of All Forms of Discrimination against Women and the Convention on the Rights of the Child,

Taking into account also the principles and standards set forth in the relevant instruments elaborated within the framework of the International Labour Organisation, especially the Convention concerning Migration for Employment (No. 97), the Convention concerning Migrations in Abusive Conditions and the Promotion of Equality of Opportunity and Treatment of Migrant Workers (No.143), the Recommendation concerning Migration for Employment (No. 86), the Recommendation concerning Migrant Workers (No.151), the Convention concerning Forced or Compulsory Labour (No. 29) and the Convention concerning Abolition of Forced Labour (No. 105), Reaffirming the importance of the principles contained in the Convention against Discrimination in Education of the United Nations Educational, Scientific and Cultural Organization,

Recalling the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, the Declaration of the Fourth United Nations Congress on the Prevention of Crime and the Treatment of Offenders, the Code of Conduct for Law Enforcement Officials, and the Slavery Conventions,

Recalling that one of the objectives of the International Labour Organisation, as stated in its Constitution, is the protection of the interests of workers when employed in countries other than their own, and bearing in mind the expertise and experience of that organization in matters related to migrant workers and members of their families,

Recognizing the importance of the work done in connection with migrant workers and members of their families in various organs of the United Nations, in particular in the Commission on Human Rights and the Commission for Social Development, and in the Food and Agriculture Organization of the United Nations, the United Nations Educational, Scientific and Cultural Organization and the World Health Organization, as well as in other international organizations,

Recognizing also the progress made by certain States on a regional or bilateral basis towards the protection of the rights of migrant workers and members of their families, as well as the importance and usefulness of bilateral and multilateral agreements in this field,

Realizing the importance and extent of the migration phenomenon, which involves millions of people and affects a large number of States in the international community,

Aware of the impact of the flows of migrant workers on States and people concerned, and desiring to establish norms which may contribute to the harmonization of the attitudes of States through the acceptance of basic principles concerning the treatment of migrant workers and members of their families,

Considering the situation of vulnerability in which migrant workers and members of their families frequently find themselves owing, among other things, to their absence from their State of origin and to the difficulties they may encounter arising from their presence in the State of employment,

Convinced that the rights of migrant workers and members of their families have not been sufficiently recognized everywhere and therefore require appropriate international protection,

Taking into account the fact that migration is often the cause of serious problems for the members of the families of migrant workers as well as for the workers themselves, in particular because of the scattering of the family,

Bearing in mind that the human problems involved in migration are even more serious in the case of irregular migration and convinced therefore that appropriate action should be encouraged in order to prevent and eliminate clandestine movements and trafficking in migrant workers, while at the same time assuring the protection of their fundamental human rights,

Considering that workers who are non-documented or in an irregular situation are frequently employed under less favourable conditions of work than other workers and that certain employers find this an inducement to seek such labour in order to reap the benefits of unfair competition,

Considering also that recourse to the employment of migrant workers who are in an irregular situation will be discouraged if the fundamental human rights of all migrant workers are more widely recognized and, moreover, that granting certain additional rights to migrant workers and members of their families in a regular situation will encourage all migrants and employers to respect and comply with the laws and procedures established by the States concerned,

Convinced, therefore, of the need to bring about the international protection of the rights of all migrant workers and members of their families, reaffirming and establishing basic norms in a comprehensive convention which could be applied universally,

Have agreed as follows:

Part I: Scope and Definitions

Article 1

1. The present Convention is applicable, except as otherwise provided hereafter, to all migrant workers and members of their families without distinction of any kind such as sex, race, colour, language, religion or conviction, political or other opinion, national, ethnic or social origin, nationality, age, economic position, property, marital status, birth or other status.

2. The present Convention shall apply during the entire migration process of migrant workers and members of their families, which comprises preparation for migration, departure, transit and the entire period of stay and remunerated activity in the State of employment as well as return to the State of origin or the State of habitual residence.

Article 2

For the purposes of the present Convention:

1. The term "migrant worker" refers to a person who is to be engaged, is engaged or has been engaged in a remunerated activity in a State of which he or she is not a national.

2.

(a) The term "frontier worker" refers to a migrant worker who retains his or her habitual residence in a neighbouring State to which he or she normally returns every day or at least once a week;

(b) The term "seasonal worker" refers to a migrant worker whose work by its character is dependent on seasonal conditions and is performed only during part of the year;

(c) The term "seafarer", which includes a fisherman, refers to a migrant worker employed on board a vessel registered in a State of which he or she is not a national;

(d) The term "worker on an offshore installation" refers to a migrant worker employed on an offshore installation that is under the jurisdiction of a State of which he or she is not a national;

(e) The term "itinerant worker" refers to a migrant worker who, having his or her habitual residence in one State, has to travel to another State or States for short periods, owing to the nature of his or her occupation;

(f) The term "project-tied worker" refers to a migrant worker admitted to a State of employment for a defined period to work solely on a specific project being carried out in that State by his or her employer;

(g) The term "specified-employment worker" refers to a migrant worker:

(i) Who has been sent by his or her employer for a restricted and defined period of time to a State of employment to undertake a specific assignment or duty; or

(ii) Who engages for a restricted and defined period of time in work that requires professional, commercial, technical or other highly specialized skill; or

(iii) Who, upon the request of his or her employer in the State of employment, engages for a restricted and defined period of time in work whose nature is transitory or brief; and who is required to depart from the State of employment either at the expiration of his or her authorized period of stay, or earlier if he or she no longer undertakes that specific assignment or duty or engages in that work;

(h) The term "self-employed worker" refers to a migrant worker who is engaged in a remunerated activity otherwise than under a contract of employment and who earns his or her living through this activity normally working alone or together with members of his or her family, and to any other migrant worker recognized as self-employed by applicable legislation of the State of employment or bilateral or multilateral agreements.

Article 3

The present Convention shall not apply to:

(a) Persons sent or employed by international organizations and agencies or persons sent or employed by a State outside its territory to perform official functions, whose admission and status are regulated by general international law or by specific international agreements or conventions;

(b) Persons sent or employed by a State or on its behalf outside its territory who participate in development programmes and other co-operation programmes, whose admission and status are regulated by agreement with the State of employment and who, in accordance with that agreement, are not considered migrant workers;

(c) Persons taking up residence in a State different from their State of origin as investors;

(d) Refugees and stateless persons, unless such application is provided for in the relevant national legislation of, or international instruments in force for, the State Party concerned;

(e) Students and trainees;

(f) Seafarers and workers on an offshore installation who have not been admitted to take up residence and engage in a remunerated activity in the State of employment.

Article 4

For the purposes of the present Convention the term "members of the family" refers to persons married to migrant workers or having with them a relationship that, according to applicable law, produces effects equivalent to marriage, as well as their dependent children and other dependent persons who are recognized as members of the family by applicable legislation or applicable bilateral or multilateral agreements between the States concerned.

Article 5

For the purposes of the present Convention, migrant workers and members of their families:

(a) Are considered as documented or in a regular situation if they are authorized to enter, to stay and to engage in a remunerated activity in the State of employment pursuant to the law of that State and to international agreements to which that State is a party;

(b) Are considered as non-documented or in an irregular situation if they do not comply with the conditions provided for in subparagraph (a) of the present article.

Article 6

For the purposes of the present Convention:

(a) The term "State of origin" means the State of which the person concerned is a national;

(b) The term "State of employment" means a State where the migrant worker is to be engaged, is engaged or has been engaged in a remunerated activity, as the case may be;

(c) The term "State of transit," means any State through which the person concerned passes on any journey to

the State of employment or from the State of employment to the State of origin or the State of habitual residence.

Part II: Non-discrimination with Respect to Rights

Article 7

States Parties undertake, in accordance with the international instruments concerning human rights, to respect and to ensure to all migrant workers and members of their families within their territory or subject to their jurisdiction the rights provided for in the present Convention without distinction of any kind such as to sex, race, colour, language, religion or conviction, political or other opinion, national, ethnic or social origin, nationality, age, economic position, property, marital status, birth or other status.

Part III: Human Rights of All Migrant Workers and Members of their Families

Article 8

1. Migrant workers and members of their families shall be free to leave any State, including their State of origin. This right shall not be subject to any restrictions except those that are provided by law, are necessary to protect national security, public order (ordre public), public health or morals or the rights and freedoms of others and are consistent with the other rights recognized in the present part of the Convention.

2. Migrant workers and members of their families shall have the right at any time to enter and remain in their State of origin.

Article 9

The right to life of migrant workers and members of their families shall be protected by law.

Article 10

No migrant worker or member of his or her family shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 11

1. No migrant worker or member of his or her family shall be held in slavery or servitude.

2. No migrant worker or member of his or her family shall be required to perform forced or compulsory labour.

3. Paragraph 2 of the present article shall not be held to preclude, in States where imprisonment with hard labour may be imposed as a punishment for a crime, the performance of hard labour in pursuance of a sentence to such punishment by a competent court.

4. For the purpose of the present article the term "forced or compulsory labour" shall not include:

- (a) Any work or service not referred to in paragraph 3 of the present article normally required of a person who is under detention in consequence of a lawful order of a court or of a person during conditional release from such detention;
- (b) Any service exacted in cases of emergency or clamity threatening the life or well-being of the community;
- (c) Any work or service that forms part of normal civil obligations so far as it is imposed also on citizens of the State concerned.

Article 12

1. Migrant workers and members of their families shall have the right to freedom of thought, conscience and religion. This right shall include freedom to have or to adopt a religion or belief of their choice and freedom either individually or in community with others and in public or private to manifest their religion or belief in worship, observance, practice and teaching.
2. Migrant workers and members of their families shall not be subject to coercion that would impair their freedom to have or to adopt a religion or belief of their choice.
3. Freedom to manifest one's religion or belief may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals or the fundamental rights and freedoms of others.
4. States Parties to the present Convention undertake to have respect for the liberty of parents, at least one of whom is a migrant worker, and, when applicable, legal guardians to ensure the religious and moral education of their children in conformity with their own convictions.

Article 13

1. Migrant workers and members of their families shall have the right to hold opinions without interference.
2. Migrant workers and members of their families shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art or through any other media of their choice.
3. The exercise of the right provided for in paragraph 2 of the present article carries with it special duties and responsibilities. It may therefore be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
 - (a) For respect of the rights or reputation of others;
 - (b) For the protection of the national security of the States concerned or of public order (ordre public) or of public health or morals;
 - (c) For the purpose of preventing any propaganda for war;
 - (d) For the purpose of preventing any advocacy of national, racial or religious hatred that constitutes incitement to discrimination, hostility or violence.

Article 14

No migrant worker or member of his or her family shall be subjected to arbitrary or unlawful interference with his or her privacy, family, , correspondence or other communications, or to unlawful attacks on his or her honour and reputation. Each migrant worker and member of his or her family shall have the right to the protection of the law against such interference or attacks.

Article 15

No migrant worker or member of his or her family shall be arbitrarily deprived of property, whether owned individually or in association with others. Where, under the legislation in force in the State of employment, the assets of a migrant worker or a member of his or her family are expropriated in whole or in part, the person concerned shall have the right to fair and adequate compensation.

Article 16

1. Migrant workers and members of their families shall have the right to liberty and security of person.
2. Migrant workers and members of their families shall be entitled to effective protection by the State against violence, physical injury, threats and intimidation, whether by public officials or by private individuals, groups or institutions.
3. Any verification by law enforcement officials of the identity of migrant workers or members of their families shall be carried out in accordance with procedure established by law.
4. Migrant workers and members of their families shall not be subjected individually or collectively to arbitrary arrest or detention; they shall not be deprived of their liberty except on such grounds and in accordance with such procedures as are established by law.
5. Migrant workers and members of their families who are arrested shall be informed at the time of arrest as far as possible in a language they understand of the reasons for their arrest and they shall be promptly informed in a language they understand of any charges against them.
6. Migrant workers and members of their families who are arrested or detained on a criminal charge shall be brought promptly before a judge or other officer authorized by law to exercise judicial power and shall be entitled to trial within a reasonable time or to release. It shall not be the general rule that while awaiting trial they shall be detained in custody, but release may be subject to guarantees to appear for trial, at any other stage of the judicial proceedings and, should the occasion arise, for the execution of the judgement.
7. When a migrant worker or a member of his or her family is arrested or committed to prison or custody pending trial or is detained in any other manner:
 - (a) The consular or diplomatic authorities of his or her State of origin or of a State representing the interests of that State shall, if he or she so requests, be informed without delay of his or her arrest or detention and of the reasons therefor;
 - (b) The person concerned shall have the right to communicate with the said authorities. Any communication by the person concerned to the said authorities shall be forwarded without delay, and he or she shall also

have the right to receive communications sent by the said authorities without delay;

(c) The person concerned shall be informed without delay of this right and of rights deriving from relevant treaties, if any, applicable between the States concerned, to correspond and to meet with representatives of the said authorities and to make arrangements with them for his or her legal representation.

8. Migrant workers and members of their families who are deprived of their liberty by arrest or detention shall be entitled to take proceedings before a court, in order that that court may decide without delay on the lawfulness of their detention and order their release if the detention is not lawful. When they attend such proceedings, they shall have the assistance, if necessary without cost to them, of an interpreter, if they cannot understand or speak the language used.

9. Migrant workers and members of their families who have been victims of unlawful arrest or detention shall have an enforceable right to compensation.

Article 17

1. Migrant workers and members of their families who are deprived of their liberty shall be treated with humanity and with respect for the inherent dignity of the human person and for their cultural identity.

2. Accused migrant workers and members of their families shall, save in exceptional circumstances, be separated from convicted persons and shall be subject to separate treatment appropriate to their status as unconvicted persons. Accused juvenile persons shall be separated from adults and brought as speedily as possible for adjudication.

3. Any migrant worker or member of his or her family who is detained in a State of transit or in a State of employment for violation of provisions relating to migration shall be held, in so far as practicable, separately from convicted persons or persons detained pending trial.

4. During any period of imprisonment in pursuance of a sentence imposed by a court of law, the essential aim of the treatment of a migrant worker or a member of his or her family shall be his or her reformation and social rehabilitation. Juvenile offenders shall be separated from adults and be accorded treatment appropriate to their age and legal status.

5. During detention or imprisonment, migrant workers and members of their families shall enjoy the same rights as nationals to visits by members of their families.

6. Whenever a migrant worker is deprived of his or her liberty, the competent authorities of the State concerned shall pay attention to the problems that may be posed for members of his or her family, in particular for spouses and minor children.

7. Migrant workers and members of their families who are subjected to any form of detention or imprisonment in accordance with the law in force in the State of employment or in the State of transit shall enjoy the same rights as nationals of those States who are in the same situation.

8. If a migrant worker or a member of his or her family is detained for the purpose of verifying any infraction of provisions related to migration, he or she shall not bear any costs arising therefrom.

Article 18

1. Migrant workers and members of their families shall have the right to equality with nationals of the State concerned before the courts and tribunals. In the determination of any criminal charge against them or of their rights and obligations in a suit of law, they shall be entitled to a fair and public hearing by a competent, independent and impartial tribunal established by law.

2. Migrant workers and members of their families who are charged with a criminal offence shall have the right to be presumed innocent until proven guilty according to law.

3. In the determination of any criminal charge against them, migrant workers and members of their families shall be entitled to the following minimum guarantees:

(a) To be informed promptly and in detail in a language they understand of the nature and cause of the charge against them;

(b) To have adequate time and facilities for the preparation of their defence and to communicate with counsel of their own choosing;

(c) To be tried without undue delay;

(d) To be tried in their presence and to defend themselves in person or through legal assistance of their own choosing; to be informed, if they do not have legal assistance, of this right; and to have legal assistance assigned to them, in any case where the interests of justice so require and without payment by them in any such case if they do not have sufficient means to pay;

(e) To examine or have examined the witnesses against them and to obtain the attendance and examination of witnesses on their behalf under the same conditions as witnesses against them;

(f) To have the free assistance of an interpreter if they cannot understand or speak the language used in court;

(g) Not to be compelled to testify against themselves or to confess guilt.

4. In the case of juvenile persons, the procedure shall be such as will take account of their age and the desirability of promoting their rehabilitation.

5. Migrant workers and members of their families convicted of a crime shall have the right to their conviction and sentence being reviewed by a higher tribunal according to law.

6. When a migrant worker or a member of his or her family has, by a final decision, been convicted of a criminal offence and when subsequently his or her conviction has been reversed or he or she has been pardoned on the ground that a new or newly discovered fact shows conclusively that there has been a miscarriage of justice, the person who has suffered punishment as a result of such conviction shall be compensated according to law, unless it is proved that the non-disclosure of the unknown fact in time is wholly or partly attributable to that person.

7. No migrant worker or member of his or her family shall be liable to be tried or punished again for an offence for which he or she has already been finally convicted or acquitted in accordance with the law and penal procedure of the State concerned.

Article 19

1. No migrant worker or member of his or her family shall be held guilty of any criminal offence on account of any act or omission that did not constitute a criminal offence under national or international law at the time when the criminal offence was committed, nor shall a heavier penalty be imposed than the one that was applicable at the time when it was committed. If, subsequent to the commission of the offence, provision is made by law for the imposition of a lighter penalty, he or she shall benefit thereby.

2. Humanitarian considerations related to the status of a migrant worker, in particular with respect to his or her right of residence or work, should be taken into account in imposing a sentence for a criminal offence committed by a migrant worker or a member of his or her family.

Article 20

1. No migrant worker or member of his or her family shall be imprisoned merely on the ground of failure to fulfil a contractual obligation.

2. No migrant worker or member of his or her family shall be deprived of his or her authorization of residence or work permit or expelled merely on the ground of failure to fulfil an obligation arising out of a work contract unless fulfilment of that obligation constitutes a condition for such authorization or permit.

Article 21

It shall be unlawful for anyone, other than a public official duly authorized by law, to confiscate, destroy or attempt to destroy identity documents, documents authorizing entry to or stay, residence or establishment in the national territory or work permits. No authorized confiscation of such documents shall take place without delivery of a detailed receipt. In no case shall it be permitted to destroy the passport or equivalent document of a migrant worker or a member of his or her family.

Article 22

1. Migrant workers and members of their families shall not be subject to measures of collective expulsion. Each case of expulsion shall be examined and decided individually.

2. Migrant workers and members of their families may be expelled from the territory of a State Party only in pursuance of a decision taken by the competent authority in accordance with law.

3. The decision shall be communicated to them in a language they understand. Upon their request where not otherwise mandatory, the decision shall be communicated to them in writing and, save in exceptional circumstances on account of national security, the reasons for the decision likewise stated. The persons concerned shall be informed of these rights before or at the latest at the time the decision is rendered.

4. Except where a final decision is pronounced by a judicial authority, the person concerned shall have the right to submit the reason he or she should not be expelled and to have his or her case reviewed by the competent authority, unless compelling reasons of national security require otherwise. Pending such review, the person concerned shall have the right to seek a stay of the decision of expulsion.

5. If a decision of expulsion that has already been executed is subsequently annulled, the person concerned shall have the right to seek compensation according to law and the earlier decision shall not be used to prevent him or her from re-entering the State concerned.

6. In case of expulsion, the person concerned shall have a reasonable opportunity before or after departure to settle any claims for wages and other entitlements due to him or her and any pending liabilities.

7. Without prejudice to the execution of a decision of expulsion, a migrant worker or a member of his or her family who is subject to such a decision may seek entry into a State other than his or her State of origin.

8. In case of expulsion of a migrant worker or a member of his or her family the costs of expulsion shall not be borne by him or her. The person concerned may be required to pay his or her own travel costs.

9. Expulsion from the State of employment shall not in itself prejudice any rights of a migrant worker or a member of his or her family acquired in accordance with the law of that State, including the right to receive wages and other entitlements due to him or her.

Article 23

Migrant workers and members of their families shall have the right to have recourse to the protection and assistance of the consular or diplomatic authorities of their State of origin or of a State representing the interests of that State whenever the rights recognized in the present Convention are impaired. In particular, in case of expulsion, the person concerned shall be informed of this right without delay and the authorities of the expelling State shall facilitate the exercise of such right.

Article 24

Every migrant worker and every member of his or her family shall have the right to recognition everywhere as a person before the law.

Article 25

1. Migrant workers shall enjoy treatment not less favourable than that which applies to nationals of the State of employment in respect of remuneration and:

(a) Other conditions of work, that is to say, overtime, hours of work, weekly rest, holidays with pay, safety, health, termination of the employment relationship and any other conditions of work which, according to national law and practice, are covered by these terms;

(b) Other terms of employment, that is to say, minimum age of employment, restriction on work and any other matters which, according to national law and practice, are considered a term of employment.

2. It shall not be lawful to derogate in private contracts of employment from the principle of equality of treatment referred to in paragraph 1 of the present article.

3. States Parties shall take all appropriate measures to ensure that migrant workers are not deprived of any rights derived from this principle by reason of any irregularity in their stay or employment. In particular, employers shall not be relieved of any legal or contractual obligations, nor shall their obligations be limited in any manner by reason of such irregularity.

Article 26

1. States Parties recognize the right of migrant workers and members of their families:

(a) To take part in meetings and activities of trade unions and of any other associations established in accordance with law, with a view to protecting their economic, social, cultural and other interests, subject only to the rules of the organization concerned;

(b) To join freely any trade union and any such association as aforesaid, subject only to the rules of the organization concerned;

(c) To seek the aid and assistance of any trade union and of any such association as aforesaid.

2. No restrictions may be placed on the exercise of these rights other than those that are prescribed by law and which are necessary in a democratic society in the interests of national security, public order (ordre public) or the protection of the rights and freedoms of others.

Article 27

1. With respect to social security, migrant workers and members of their families shall enjoy in the State of employment the same treatment granted to nationals in so far as they fulfil the requirements provided for by the applicable legislation of that State and the applicable bilateral and multilateral treaties. The competent authorities of the State of origin and the State of employment can at any time establish the necessary arrangements to determine the modalities of application of this norm.

2. Where the applicable legislation does not allow migrant workers and members of their families a benefit, the States concerned shall examine the possibility of reimbursing interested persons the amount of contributions made by them with respect to that benefit on the basis of the treatment granted to nationals who are in similar circumstances.

Article 28

Migrant workers and members of their families shall have the right to receive any medical care that is urgently required for the preservation of their life or the avoidance of irreparable harm to their health on the basis of equality of treatment with nationals of the State concerned. Such emergency medical care shall not be refused them by reason of any irregularity with regard to stay or employment.

Article 29

Each child of a migrant worker shall have the right to a name, to registration of birth and to a nationality.

Article 30

Each child of a migrant worker shall have the basic right of access to education on the basis of equality of treatment with nationals of the State concerned. Access to public pre-school educational institutions or schools shall not be refused or limited by reason of the irregular situation with respect to stay or employment of either parent or by reason of the irregularity of the child's stay in the State of employment.

Article 31

1. States Parties shall ensure respect for the cultural identity of migrant workers and members of their families and shall not prevent them from maintaining their cultural links with their State of origin. 2. States Parties may take appropriate measures to assist and encourage efforts in this respect.

Article 32

Upon the termination of their stay in the State of employment, migrant workers and members of their families shall have the right to transfer their earnings and savings and, in accordance with the applicable legislation of the States concerned, their personal effects and belongings.

Article 33

1. Migrant workers and members of their families shall have the right to be informed by the State of origin, the State of employment or the State of transit as the case may be concerning:

(a) Their rights arising out of the present Convention;

(b) The conditions of their admission, their rights and obligations under the law and practice of the State concerned and such other matters as will enable them to comply with administrative or other formalities in that State. 2. States Parties shall take all measures they deem appropriate to disseminate the said information or to ensure that it is provided by employers, trade unions or other appropriate bodies or institutions. As appropriate, they shall co-operate with other States concerned.

3. Such adequate information shall be provided upon request to migrant workers and members of their families, free of charge, and, as far as possible, in a language they are able to understand.

Article 34

Nothing in the present part of the Convention shall have the effect of relieving migrant workers and the members of their families from either the obligation to comply with the laws and regulations of any State of transit and the State of employment or the obligation to respect the cultural identity of the inhabitants of such States.

Article 35

Nothing in the present part of the Convention shall be interpreted as implying the regularization of the situation of migrant workers or members of their families who are non-documented or in an irregular situation or any right to such regularization of their situation, nor shall it prejudice the measures intended to ensure sound and equitable-conditions for international migration as provided in part VI of the present Convention.

Part IV: Other Rights of Migrant Workers and Members of their Families who are Documented or in a Regular Situation

Article 36

Migrant workers and members of their families who are documented or in a regular situation in the State of employment shall enjoy the rights set forth in the present part of the Convention in addition to those set forth in part III.

Article 37

Before their departure, or at the latest at the time of their admission to the State of employment, migrant workers and members of their families shall have the right to be fully informed by the State of origin or the State of employment, as appropriate, of all conditions applicable to their admission and particularly those concerning their stay and the remunerated activities in which they may engage as well as of the requirements they must satisfy in the State of employment and the authority to which they must address themselves for any modification of those conditions.

Article 38

1. States of employment shall make every effort to authorize migrant workers and members of the families to be temporarily absent without effect upon their authorization to stay or to work, as the case may be. In doing so, States of employment shall take into account the special needs and obligations of migrant workers and members of their families, in particular in their States of origin.
2. Migrant workers and members of their families shall have the right to be fully informed of the terms on which such temporary absences are authorized.

Article 39

1. Migrant workers and members of their families shall have the right to liberty of movement in the territory of the State of employment and freedom to choose their residence there.
2. The rights mentioned in paragraph 1 of the present article shall not be subject to any restrictions except those that are provided by law, are necessary to protect national security, public order (ordre public), public health or morals, or the rights and freedoms of others and are consistent with the other rights recognized in the present Convention.

Article 40

1. Migrant workers and members of their families shall have the right to form associations and trade unions in the State of employment for the promotion and protection of their economic, social, cultural and other interests.
2. No restrictions may be placed on the exercise of this right other than those that are prescribed by law and are necessary in a democratic society in the interests of national security, public order (ordre public) or the

protection of the rights and freedoms of others.

Article 41

1. Migrant workers and members of their families shall have the right to participate in public affairs of their State of origin and to vote and to be elected at elections of that State, in accordance with its legislation.
2. The States concerned shall, as appropriate and in accordance with their legislation, facilitate the exercise of these rights.

Article 42

1. States Parties shall consider the establishment of procedures or institutions through which account may be taken, both in States of origin and in States of employment, of special needs, aspirations and obligations of migrant workers and members of their families and shall envisage, as appropriate, the possibility for migrant workers and members of their families to have their freely chosen representatives in those institutions.
2. States of employment shall facilitate, in accordance with their national legislation, the consultation or participation of migrant workers and members of their families in decisions concerning the life and administration of local communities.
3. Migrant workers may enjoy political rights in the State of employment if that State, in the exercise of its sovereignty, grants them such rights.

Article 43

1. Migrant workers shall enjoy equality of treatment with nationals of the State of employment in relation to:
 - (a) Access to educational institutions and services subject to the admission requirements and other regulations of the institutions and services concerned;
 - (b) Access to vocational guidance and placement services;
 - (c) Access to vocational training and retraining facilities and institutions;
 - (d) Access to housing, including social housing schemes, and protection against exploitation in respect of rents;
 - (e) Access to social and health services, provided that the requirements for participation in the respective schemes are met;
 - (f) Access to co-operatives and self-managed enterprises, which shall not imply a change of their migration status and shall be subject to the rules and regulations of the bodies concerned;
 - (g) Access to and participation in cultural life.
2. States Parties shall promote conditions to ensure effective equality of treatment to enable migrant workers to enjoy the rights mentioned in paragraph 1 of the present article whenever the terms of their stay, as authorized by the State of employment, meet the appropriate requirements.

3. States of employment shall not prevent an employer of migrant workers from establishing housing or social or cultural facilities for them. Subject to article 70 of the present Convention, a State of employment may make the establishment of such facilities subject to the requirements generally applied in that State concerning their installation.

Article 44

1. States Parties, recognizing that the family is the natural and fundamental group unit of society and is entitled to protection by society and the State, shall take appropriate measures to ensure the protection of the unity of the families of migrant workers.

2. States Parties shall take measures that they deem appropriate and that fall within their competence to facilitate the reunification of migrant workers with their spouses or persons who have with the migrant worker a relationship that, according to applicable law, produces effects equivalent to marriage, as well as with their minor dependent unmarried children.

3. States of employment, on humanitarian grounds, shall favourably consider granting equal treatment, as set forth in paragraph 2 of the present article, to other family members of migrant workers.

Article 45

1. Members of the families of migrant workers shall, in the State of employment, enjoy equality of treatment with nationals of that State in relation to:

(a) Access to educational institutions and services, subject to the admission requirements and other regulations of the institutions and services concerned;

(b) Access to vocational guidance and training institutions and services, provided that requirements for participation are met;

(c) Access to social and health services, provided that requirements for participation in the respective schemes are met;

(d) Access to and participation in cultural life.

2. States of employment shall pursue a policy, where appropriate in collaboration with the States of origin, aimed at facilitating the integration of children of migrant workers in the local school system, particularly in respect of teaching them the local language.

3. States of employment shall endeavour to facilitate for the children of migrant workers the teaching of their mother tongue and culture and, in this regard, States of origin shall collaborate whenever appropriate.

4. States of employment may provide special schemes of education in the mother tongue of children of migrant workers, if necessary in collaboration with the States of origin.

Article 46

Migrant workers and members of their families shall, subject to the applicable legislation of the States

concerned, as well as relevant international agreements and the obligations of the States concerned arising out of their participation in customs unions, enjoy exemption from import and export duties and taxes in respect of their personal and household effects as well as the equipment necessary to engage in the remunerated activity for which they were admitted to the State of employment:

- (a) Upon departure from the State of origin or State of habitual residence;
- (b) Upon initial admission to the State of employment;
- (c) Upon final departure from the State of employment;
- (d) Upon final return to the State of origin or State of habitual residence.

Article 47

1. Migrant workers shall have the right to transfer their earnings and savings, in particular those funds necessary for the support of their families, from the State of employment to their State of origin or any other State. Such transfers shall be made in conformity with procedures established by applicable legislation of the State concerned and in conformity with applicable international agreements.

2. States concerned shall take appropriate measures to facilitate such transfers.

Article 48

1. Without prejudice to applicable double taxation agreements, migrant workers and members of their families shall, in the matter of earnings in the State of employment:

(a) Not be liable to taxes, duties or charges of any description higher or more onerous than those imposed on nationals in similar circumstances;

(b) Be entitled to deductions or exemptions from taxes of any description and to any tax allowances applicable to nationals in similar circumstances, including tax allowances for dependent members of their families. 2. States Parties shall endeavour to adopt appropriate measures to avoid double taxation of the earnings and savings of migrant workers and members of their families.

Article 49

1. Where separate authorizations to reside and to engage in employment are required by national legislation, the States of employment shall issue to migrant workers authorization of residence for at least the same period of time as their authorization to engage in remunerated activity.

2. Migrant workers who in the State of employment are allowed freely to choose their remunerated activity shall neither be regarded as in an irregular situation nor shall they lose their authorization of residence by the mere fact of the termination of their remunerated activity prior to the expiration of their work permits or similar authorizations.

3. In order to allow migrant workers referred to in paragraph 2 of the present article sufficient time to find alternative remunerated activities, the authorization of residence shall not be withdrawn at least for a period

corresponding to that during which they may be entitled to unemployment benefits.

Article 50

1. In the case of death of a migrant worker or dissolution of marriage, the State of employment shall favourably consider granting family members of that migrant worker residing in that State on the basis of family reunion an authorization to stay; the State of employment shall take into account the length of time they have already resided in that State.

2. Members of the family to whom such authorization is not granted shall be allowed before departure a reasonable period of time in order to enable them to settle their affairs in the State of employment.

3. The provisions of paragraphs 1 and 2 of the present article may not be interpreted as adversely affecting any right to stay and work otherwise granted to such family members by the legislation of the State of employment or by bilateral and multilateral treaties applicable to that State.

Article 51

Migrant workers who in the State of employment are not permitted freely to choose their remunerated activity shall neither be regarded as in an irregular situation nor shall they lose their authorization of residence by the mere fact of the termination of their remunerated activity prior to the expiration of their work permit, except where the authorization of residence is expressly dependent upon the specific remunerated activity for which they were admitted. Such migrant workers shall have the right to seek alternative employment, participation in public work schemes and retraining during the remaining period of their authorization to work, subject to such conditions and limitations as are specified in the authorization to work.

Article 52

1. Migrant workers in the State of employment shall have the right freely to choose their remunerated activity, subject to the following restrictions or conditions.

2. For any migrant worker a State of employment may:

(a) Restrict access to limited categories of employment, functions, services or activities where this is necessary in the interests of this State and provided for by national legislation;

(b) Restrict free choice of remunerated activity in accordance with its legislation concerning recognition of occupational qualifications acquired outside its territory. However, States Parties concerned shall endeavour to provide for recognition of such qualifications.

3. For migrant workers whose permission to work is limited in time, a State of employment may also:

(a) Make the right freely to choose their remunerated activities subject to the condition that the migrant worker has resided lawfully in its territory for the purpose of remunerated activity for a period of time prescribed in its national legislation that should not exceed two years;

(b) Limit access by a migrant worker to remunerated activities in pursuance of a policy of granting priority to

its nationals or to persons who are assimilated to them for these purposes by virtue of legislation or bilateral or multilateral agreements. Any such limitation shall cease to apply to a migrant worker who has resided lawfully in its territory for the purpose of remunerated activity for a period of time prescribed in its national legislation that should not exceed five years.

4. States of employment shall prescribe the conditions under which a migrant worker who has been admitted to take up employment may be authorized to engage in work on his or her own account. Account shall be taken of the period during which the worker has already been lawfully in the State of employment.

Article 53

1. Members of a migrant worker's family who have themselves an authorization of residence or admission that is without limit of time or is automatically renewable shall be permitted freely to choose their remunerated activity under the same conditions as are applicable to the said migrant worker in accordance with article 52 of the present Convention.

2. With respect to members of a migrant worker's family who are not permitted freely to choose their remunerated activity, States Parties shall consider favourably granting them priority in obtaining permission to engage in a remunerated activity over other workers who seek admission to the State of employment, subject to applicable bilateral and multilateral agreements.

Article 54

1. Without prejudice to the terms of their authorization of residence or their permission to work and the rights provided for in articles 25 and 27 of the present Convention, migrant workers shall enjoy equality of treatment with nationals of the State of employment in respect of:

(a) Protection against dismissal;

(b) Unemployment benefits;

(c) Access to public work schemes intended to combat unemployment;

(d) Access to alternative employment in the event of loss of work or termination of other remunerated activity, subject to article 52 of the present Convention.

2. If a migrant worker claims that the terms of his or her work contract have been violated by his or her employer, he or she shall have the right to address his or her case to the competent authorities of the State of employment, on terms provided for in article 18, paragraph 1, of the present Convention.

Article 55

Migrant workers who have been granted permission to engage in a remunerated activity, subject to the conditions attached to such permission, shall be entitled to equality of treatment with nationals of the State of employment in the exercise of that remunerated activity.

Article 56

1. Migrant workers and members of their families referred to in the present part of the Convention may not be expelled from a State of employment, except for reasons defined in the national legislation of that State, and subject to the safeguards established in part III.
2. Expulsion shall not be resorted to for the purpose of depriving a migrant worker or a member of his or her family of the rights arising out of the authorization of residence and the work permit.
3. In considering whether to expel a migrant worker or a member of his or her family, account should be taken of humanitarian considerations and of the length of time that the person concerned has already resided in the State of employment.

Part V: Provisions Applicable to Particular Categories of Migrant Workers and Members of their Families

Article 57

The particular categories of migrant workers and members of their families specified in the present part of the Convention who are documented or in a regular situation shall enjoy the rights set forth in part m and, except as modified below, the rights set forth in part IV.

Article 58

1. Frontier workers, as defined in article 2, paragraph 2 (a), of the present Convention, shall be entitled to the rights provided for in part IV that can be applied to them by reason of their presence and work in the territory of the State of employment, taking into account that they do not have their habitual residence in that State.
2. States of employment shall consider favourably granting frontier workers the right freely to choose their remunerated activity after a specified period of time. The granting of that right shall not affect their status as frontier workers.

Article 59

1. Seasonal workers, as defined in article 2, paragraph 2 (b), of the present Convention, shall be entitled to the rights provided for in part IV that can be applied to them by reason of their presence and work in the territory of the State of employment and that are compatible with their status in that State as seasonal workers, taking into account the fact that they are present in that State for only part of the year.
2. The State of employment shall, subject to paragraph 1 of the present article, consider granting seasonal workers who have been employed in its territory for a significant period of time the possibility of taking up other remunerated activities and giving them priority over other workers who seek admission to that State, subject to applicable bilateral and multilateral agreements.

Article 60

Itinerant workers, as defined in article 2, paragraph 2 (A), of the present Convention, shall be entitled to the rights provided for in part IV that can be granted to them by reason of their presence and work in the territory of the State of employment and that are compatible with their status as itinerant workers in that State.

Article 61

1. Project-tied workers, as defined in article 2, paragraph 2 (of the present Convention), and members of their families shall be entitled to the rights provided for in part IV except the provisions of article 43, paragraphs I (b) and (c), article 43, paragraph I (d), as it pertains to social housing schemes, article 45, paragraph I (b), and articles 52 to 55.

2. If a project-tied worker claims that the terms of his or her work contract have been violated by his or her employer, he or she shall have the right to address his or her case to the competent authorities of the State which has jurisdiction over that employer, on terms provided for in article 18, paragraph 1, of the present Convention.

3. Subject to bilateral or multilateral agreements in force for them, the States Parties concerned shall endeavour to enable project-tied workers to remain adequately protected by the social security systems of their States of origin or habitual residence during their engagement in the project. States Parties concerned shall take appropriate measures with the aim of avoiding any denial of rights or duplication of payments in this respect.

4. Without prejudice to the provisions of article 47 of the present Convention and to relevant bilateral or multilateral agreements, States Parties concerned shall permit payment of the earnings of project-tied workers in their State of origin or habitual residence.

Article 62

1. Specified-employment workers as defined in article 2, paragraph 2 (g), of the present Convention, shall be entitled to the rights provided for in part IV, except the provisions of article 43, paragraphs I (b) and (c), article 43, paragraph I (d), as it pertains to social housing schemes, article 52, and article 54, paragraph 1 (d).

2. Members of the families of specified-employment workers shall be entitled to the rights relating to family members of migrant workers provided for in part IV of the present Convention, except the provisions of article 53.

Article 63

1. Self-employed workers, as defined in article 2, paragraph 2 (h), of the present Convention, shall be entitled to the rights provided for in part IV with the exception of those rights which are exclusively applicable to workers having a contract of employment.

2. Without prejudice to articles 52 and 79 of the present Convention, the termination of the economic activity of the self-employed workers shall not in itself imply the withdrawal of the authorization for them or for the members of their families to stay or to engage in a remunerated activity in the State of employment except where the authorization of residence is expressly dependent upon the specific remunerated activity for which

they were admitted.

Part VI: Promotion of sound, equitable, humane and lawful conditions in connection with international migration of workers and members of their families

Article 64

1. Without prejudice to article 79 of the present Convention, the States Parties concerned shall as appropriate consult and co-operate with a view to promoting sound, equitable and humane conditions in connection with international migration of workers and members of their families.

2. In this respect, due regard shall be paid not only to labour needs and resources, but also to the social, economic, cultural and other needs of migrant workers and members of their families involved, as well as to the consequences of such migration for the communities concerned.

Article 65

1. States Parties shall maintain appropriate services to deal with questions concerning international migration of workers and members of their families. Their functions shall include, inter alia :

(a) The formulation and implementation of policies regarding such migration;

(b) An exchange of information, consultation and co-operation with the competent authorities of other States Parties involved in such migration;

(c) The provision of appropriate information, particularly to employers, workers and their organizations on policies, laws and regulations relating to migration and employment, on agreements concluded with other States concerning migration and on other relevant matters;

(d) The provision of information and appropriate assistance to migrant workers and members of their families regarding requisite authorizations and formalities and arrangements for departure, travel, arrival, stay, remunerated activities, exit and return, as well as on conditions of work and life in the State of employment and on customs, currency, tax and other relevant laws and regulations.

2. States Parties shall facilitate as appropriate the provision of adequate consular and other services that are necessary to meet the social, cultural and other needs of migrant workers and members of their families.

Article 66

1. Subject to paragraph 2 of the present article, the right to undertake operations with a view to the recruitment of workers for employment in another State shall be restricted to:

(a) Public services or bodies of the State in which such operations take place;

(b) Public services or bodies of the State of employment on the basis of agreement between the States concerned;

(c) A body established by virtue of a bilateral or multilateral agreement.

2. Subject to any authorization, approval and supervision by the public authorities of the States Parties concerned as may be established pursuant to the legislation and practice of those States, agencies, prospective employers or persons acting on their behalf may also be permitted to undertake the said operations.

Article 67

1. States Parties concerned shall co-operate as appropriate in the adoption of measures regarding the orderly return of migrant workers and members of their families to the State of origin when they decide to return or their authorization of residence or employment expires or when they are in the State of employment in an irregular situation.

2. Concerning migrant workers and members of their families in a regular situation, States Parties concerned shall co-operate as appropriate, on terms agreed upon by those States, with a view to promoting adequate economic conditions for their resettlement and to facilitating their durable social and cultural reintegration in the State of origin.

Article 68

1. States Parties, including States of transit, shall collaborate with a view to preventing and eliminating illegal or clandestine movements and employment of migrant workers in an irregular situation. The measures to be taken to this end within the jurisdiction of each State concerned shall include:

(a) Appropriate measures against the dissemination of misleading information relating to emigration and immigration;

(b) Measures to detect and eradicate illegal or clandestine movements of migrant workers and members of their families and to impose effective sanctions on persons, groups or entities which organize, operate or assist in organizing or operating such movements;

(c) Measures to impose effective sanctions on persons, groups or entities which use violence, threats or intimidation against migrant workers or members of their families in an irregular situation.

2. States of employment shall take all adequate and effective measures to eliminate employment in their territory of migrant workers in an irregular situation, including, whenever appropriate, sanctions on employers of such workers. The rights of migrant workers vis-à-vis their employer arising from employment shall not be impaired by these measures.

Article 69

1. States Parties shall, when there are migrant workers and members of their families within their territory in an irregular situation, take appropriate measures to ensure that such a situation does not persist.

2. Whenever States Parties concerned consider the possibility of regularizing the situation of such persons in accordance with applicable national legislation and bilateral or multilateral agreements, appropriate account shall be taken of the circumstances of their entry, the duration of their stay in the States of employment and other relevant considerations, in particular those relating to their family situation.

Article 70

States Parties shall take measures not less favourable than those applied to nationals to ensure that working and living conditions of migrant workers and members of their families in a regular situation are in keeping with the standards of fitness, safety, health and principles of human dignity.

Article 71

1. States Parties shall facilitate, whenever necessary, the repatriation to the State of origin of the bodies of deceased migrant workers or members of their families.

2. As regards compensation matters relating to the death of a migrant worker or a member of his or her family, States Parties shall, as appropriate, provide assistance to the persons concerned with a view to the prompt settlement of such matters. Settlement of these matters shall be carried out on the basis of applicable national law in accordance with the provisions of the present Convention and any relevant bilateral or multilateral agreements.

Part VII: Application of the Convention

Article 72

1.

(a) For the purpose of reviewing the application of the present Convention, there shall be established a Committee on the Protection of the Rights of All Migrant Workers and Members of Their Families (hereinafter referred to as "the Committee");

(b) The Committee shall consist, at the time of entry into force of the present Convention, of ten and, after the entry into force of the Convention for the forty-first State Party, of fourteen experts of high moral standing, impartiality and recognized competence in the field covered by the Convention.

2.

(a) Members of the Committee shall be elected by secret ballot by the States Parties from a list of persons nominated by the States Parties, due consideration being given to equitable geographical distribution, including both States of origin and States of employment, and to the representation of the principal legal systems. Each State Party may nominate one person from among its own nationals;

(b) Members shall be elected and shall serve in their personal capacity.

3. The initial election shall be held no later than six months after the date of the entry into force of the present Convention and subsequent elections every second year. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to all States Parties inviting them to submit their nominations within two months. The Secretary-General shall prepare a list in alphabetical order of all persons thus nominated, indicating the States Parties that have nominated them, and shall submit it to the States Parties not later than one month before the date of the corresponding election, together with the curricula vitae of the persons thus nominated.

4. Elections of members of the Committee shall be held at a meeting of States Parties convened by the Secretary-General at United Nations Headquarters. At that meeting, for which two thirds of the States Parties shall constitute a quorum, the persons elected to the Committee shall be those nominees who obtain the largest number of votes and an absolute majority of the votes of the States Parties present and voting.

5.

(a) The members of the Committee shall serve for a term of four years. However, the terms of five of the members elected in the first election shall expire at the end of two years; immediately after the first election, the names of these five members shall be chosen by lot by the Chairman of the meeting of States Parties;

(b) The election of the four additional members of the Committee shall be held in accordance with the provisions of paragraphs 2, 3 and 4 of the present article, following the entry into force of the Convention for the forty-first State Party. The term of two of the additional members elected on this occasion shall expire at the end of two years; the names of these members shall be chosen by lot by the Chairman of the meeting of States Parties;

(c) The members of the Committee shall be eligible for re-election if renominated.

6. If a member of the Committee dies or resigns or declares that for any other cause he or she can no longer perform the duties of the Committee, the State Party that nominated the expert shall appoint another expert from among its own nationals for the remaining part of the term. The new appointment is subject to the approval of the Committee.

7. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee.

8. The members of the Committee shall receive emoluments from United Nations resources on such terms and conditions as the General Assembly may decide.

9. The members of the Committee shall be entitled to the facilities, privileges and immunities of experts on mission for the United Nations as laid down in the relevant sections of the Convention on the Privileges and Immunities of the United Nations.

Article 73

1. States Parties undertake to submit to the Secretary-General of the United Nations for consideration by the Committee a report on the legislative, judicial, administrative and other measures they have taken to give effect to the provisions of the present Convention:

(a) Within one year after the entry into force of the Convention for the State Party concerned;

(b) Thereafter every five years and whenever the Committee so requests.

2. Reports prepared under the present article shall also indicate factors and difficulties, if any, affecting the implementation of the Convention and shall include information on the characteristics of migration flows in which the State Party concerned is involved.

3. The Committee shall decide any further guidelines applicable to the content of the reports.

4. States Parties shall make their reports widely available to the public in their own countries.

Article 74

1. The Committee shall examine the reports submitted by each State Party and shall transmit such comments as it may consider appropriate to the State Party concerned. This State Party may submit to the Committee observations on any comment made by the Committee in accordance with the present article. The Committee may request supplementary information from States Parties when considering these reports.

2. The Secretary-General of the United Nations shall, in due time before the opening of each regular session of the Committee, transmit to the Director-General of the International Labour Office copies of the reports submitted by States Parties concerned and information relevant to the consideration of these reports, in order to enable the Office to assist the Committee with the expertise the Office may provide regarding those matters dealt with by the present Convention that fall within the sphere of competence of the International Labour Organisation. The Committee shall consider in its deliberations such comments and materials as the Office may provide.

3. The Secretary-General of the United Nations may also, after consultation with the Committee, transmit to other specialized agencies as well as to intergovernmental organizations, copies of such parts of these reports as may fall within their competence.

4. The Committee may invite the specialized agencies and organs of the United Nations, as well as intergovernmental organizations and other concerned bodies to submit, for consideration by the Committee, written information on such matters dealt with in the present Convention as fall within the scope of their activities.

5. The International Labour Office shall be invited by the Committee to appoint representatives to participate, in a consultative capacity, in the meetings of the Committee.

6. The Committee may invite representatives of other specialized agencies and organs of the United Nations, as well as of intergovernmental organizations, to be present and to be heard in its meetings whenever matters falling within their field of competence are considered.

7. The Committee shall present an annual report to the General Assembly of the United Nations on the implementation of the present Convention, containing its own considerations and recommendations, based, in particular, on the examination of the reports and any observations presented by States Parties.

8. The Secretary-General of the United Nations shall transmit the annual reports of the Committee to the States Parties to the present Convention, the Economic and Social Council, the Commission on Human Rights of the United Nations, the Director-General of the International Labour Office and other relevant organizations.

Article 75

1. The Committee shall adopt its own rules of procedure.

2. The Committee shall elect its officers for a term of two years.

3. The Committee shall normally meet annually.

4. The meetings of the Committee shall normally be held at United Nations Headquarters.

Article 76

1. A State Party to the present Convention may at any time declare under this article that it recognizes the competence of the Committee to receive and consider communications to the effect that a State Party claims that another State Party is not fulfilling its obligations under the present Convention. Communications under this article may be received and considered only if submitted by a State Party that has made a declaration recognizing in regard to itself the competence of the Committee. No communication shall be received by the Committee if it concerns a State Party which has not made such a declaration. Communications received under this article shall be dealt with in accordance with the following procedure:

(a) If a State Party to the present Convention considers that another State Party is not fulfilling its obligations under the present Convention, it may, by written communication, bring the matter to the attention of that State Party. The State Party may also inform the Committee of the matter. Within three months after the receipt of the communication the receiving State shall afford the State that sent the communication an explanation, or any other statement in writing clarifying the matter which should include, to the extent possible and pertinent, reference to domestic procedures and remedies taken, pending or available in the matter;

(b) If the matter is not adjusted to the satisfaction of both States Parties concerned within six months after the receipt by the receiving State of the initial communication, either State shall have the right to refer the matter to the Committee, by notice given to the Committee and to the other State;

(c) The Committee shall deal with a matter referred to it only after it has ascertained that all available domestic remedies have been invoked and exhausted in the matter, in conformity with the generally recognized principles of international law. This shall not be the rule where, in the view of the Committee, the application of the remedies is unreasonably prolonged;

(d) Subject to the provisions of subparagraph (c) of the present paragraph, the Committee shall make available its good offices to the States Parties concerned with a view to a friendly solution of the matter on the basis of the respect for the obligations set forth in the present Convention;

(e) The Committee shall hold closed meetings when examining communications under the present article;

(f) In any matter referred to it in accordance with subparagraph (b) of the present paragraph, the Committee may call upon the States Parties concerned, referred to in subparagraph (b), to supply any relevant information;

(g) The States Parties concerned, referred to in subparagraph (b) of the present paragraph, shall have the right to be represented when the matter is being considered by the Committee and to make submissions orally and/or in writing;

(h) The Committee shall, within twelve months after the date of receipt of notice under subparagraph (b) of the present paragraph, submit a report, as follows:

(i) If a solution within the terms of subparagraph (d) of the present paragraph is reached, the Committee shall confine its report to a brief statement of the facts and of the solution reached;

(ii) If a solution within the terms of subparagraph (d) is not reached, the Committee shall, in its report, set forth the relevant facts concerning the issue between the States Parties concerned. The written submissions and record of the oral submissions made by the States Parties concerned shall be attached to the report. The Committee may also communicate only to the States Parties concerned any views that it may consider relevant to the issue between them.

In every matter, the report shall be communicated to the States Parties concerned.

2. The provisions of the present article shall come into force when ten States Parties to the present Convention have made a declaration under paragraph 1 of the present article. Such declarations shall be deposited by the States Parties with the Secretary-General of the United Nations, who shall transmit copies thereof to the other States Parties. A declaration may be withdrawn at any time by notification to the Secretary-General. Such a withdrawal shall not prejudice the consideration of any matter that is the subject of a communication already transmitted under the present article; no further communication by any State Party shall be received under the present article after the notification of withdrawal of the declaration has been received by the Secretary-General, unless the State Party concerned has made a new declaration.

Article 77

1. A State Party to the present Convention may at any time declare under the present article that it recognizes the competence of the Committee to receive and consider communications from or on behalf of individuals subject to its jurisdiction who claim that their individual rights as established by the present Convention have been violated by that State Party. No communication shall be received by the Committee if it concerns a State Party that has not made such a declaration.

2. The Committee shall consider inadmissible any communication under the present article which is anonymous or which it considers to be an abuse of the right of submission of such communications or to be incompatible with the provisions of the present Convention.

3. The Committee shall not consider any communication from an individual under the present article unless it has ascertained that:

(a) The same matter has not been, and is not being, examined under another procedure of international investigation or settlement;

(b) The individual has exhausted all available domestic remedies; this shall not be the rule where, in the view of the Committee, the application of the remedies is unreasonably prolonged or is unlikely to bring effective relief to that individual.

4. Subject to the provisions of paragraph 2 of the present article, the Committee shall bring any communications submitted to it under this article to the attention of the State Party to the present Convention that has made a declaration under paragraph 1 and is alleged to be violating any provisions of the Convention. Within six months, the receiving State shall submit to the Committee written explanations or statements clarifying the matter and the remedy, if any, that may have been taken by that State.

5. The Committee shall consider communications received under the present article in the light of all information made available to it by or on behalf of the individual and by the State Party concerned.

6. The Committee shall hold closed meetings when examining communications under the present article.

7. The Committee shall forward its views to the State Party concerned and to the individual.

8. The provisions of the present article shall come into force when ten States Parties to the present Convention have made declarations under paragraph 1 of the present article. Such declarations shall be deposited by the States Parties with the Secretary-General of the United Nations, who shall transmit copies thereof to the other States Parties. A declaration may be withdrawn at any time by notification to the Secretary-General. Such a withdrawal shall not prejudice the consideration of any matter that is the subject of a communication already transmitted under the present article; no further communication by or on behalf of an individual shall be received under the present article after the notification of withdrawal of the declaration has been received by the Secretary-General, unless the State Party has made a new declaration.

Article 78

The provisions of article 76 of the present Convention shall be applied without prejudice to any procedures for settling disputes or complaints in the field covered by the present Convention laid down in the constituent instruments of, or in conventions adopted by, the United Nations and the specialized agencies and shall not prevent the States Parties from having recourse to any procedures for settling a dispute in accordance with international agreements in force between them.

Part VIII: General provisions

Article 79

Nothing in the present Convention shall affect the right of each State Party to establish the criteria governing admission of migrant workers and members of their families. Concerning other matters related to their legal situation and treatment as migrant workers and members of their families, States Parties shall be subject to the limitations set forth in the present Convention.

Article 80

Nothing in the present Convention shall be interpreted as impairing the provisions of the Charter of the United Nations and of the constitutions of the specialized agencies which define the respective responsibilities of the various organs of the United Nations and of the specialized agencies in regard to the matters dealt with in the present Convention.

Article 81

1. Nothing in the present Convention shall affect more favourable rights or freedoms granted to migrant workers and members of their families by virtue of:

(a) The law or practice of a State Party; or

(b) Any bilateral or multilateral treaty in force for the State Party concerned.

2. Nothing in the present Convention may be interpreted as implying for any State, group or person any right to engage in any activity or perform any act that would impair any of the rights and freedoms as set forth in the present Convention.

Article 82

The rights of migrant workers and members of their families provided for in the present Convention may not be renounced. It shall not be permissible to exert any form of pressure upon migrant workers and members of their families with a view to their relinquishing or foregoing any of the said rights. It shall not be possible to derogate by contract from rights recognized in the present Convention. States Parties shall take appropriate measures to ensure that these principles are respected.

Article 83

Each State Party to the present Convention undertakes:

- (a) To ensure that any person whose rights or freedoms as herein recognized are violated shall have an effective remedy, notwithstanding that the violation has been committed by persons acting in an official capacity;
- (b) To ensure that any persons seeking such a remedy shall have his or her claim reviewed and decided by competent judicial, administrative or legislative authorities, or by any other competent authority provided for by the legal system of the State, and to develop the possibilities of judicial remedy;
- (c) To ensure that the competent authorities shall enforce such remedies when granted.

Article 84

Each State Party undertakes to adopt the legislative and other measures that are necessary to implement the provisions of the present Convention.

Part IX: Final provisions

Article 85

The Secretary-General of the United Nations is designated as the depositary of the present Convention.

Article 86

1. The present Convention shall be open for signature by all States. It is subject to ratification.
2. The present Convention shall be open to accession by any State.
3. Instruments of ratification or accession shall be deposited with the Secretary-General of the United Nations.

Article 87

1. The present Convention shall enter into force on the first day of the month following a period of three months after the date of the deposit of the twentieth instrument of ratification or accession.

2. For each State ratifying or acceding to the present Convention after its entry into force, the Convention shall enter into force on the first day of the month following a period of three months after the date of the deposit of its own instrument of ratification or accession.

Article 88

A State ratifying or acceding to the present Convention may not exclude the application of any Part of it, or, without prejudice to article 3, exclude any particular category of migrant workers from its application.

Article 89

1. Any State Party may denounce the present Convention, not earlier than five years after the Convention has entered into force for the State concerned, by means of a notification in writing addressed to the Secretary-General of the United Nations.

2. Such denunciation shall become effective on the first day of the month following the expiration of a period of twelve months after the date of the receipt of the notification by the Secretary-General of the United Nations.

3. Such a denunciation shall not have the effect of releasing the State Party from its obligations under the present Convention in regard to any act or omission which occurs prior to the date at which the denunciation becomes effective, nor shall denunciation prejudice in any way the continued consideration of any matter which is already under consideration by the Committee prior to the date at which the denunciation becomes effective.

4. Following the date at which the denunciation of a State Party becomes effective, the Committee shall not commence consideration of any new matter regarding that State.

Article 90

1. After five years from the entry into force of the Convention a request for the revision of the Convention may be made at any time by any State Party by means of a notification in writing addressed to the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate any proposed amendments to the States Parties with a request that they notify him whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that within four months from the date of such communication at least one third of the States Parties favours such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of the States Parties present and voting shall be submitted to the General Assembly for approval.

2. Amendments shall come into force when they have been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of the States Parties in accordance with their respective constitutional processes.

3. When amendments come into force, they shall be binding on those States Parties that have accepted them, other States Parties still being bound by the provisions of the present Convention and any earlier amendment that they have accepted.

Article 91

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of signature, ratification or accession.
2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.
3. Reservations may be withdrawn at any time by notification to this effect addressed to the Secretary-General of the United Nations, who shall then inform all States thereof. Such notification shall take effect on the date on which it is received.

Article 92

1. Any dispute between two or more States Parties concerning the interpretation or application of the present Convention that is not settled by negotiation shall, at the request of one of them, be submitted to arbitration. If within six months from the date of the request for arbitration the Parties are unable to agree on the organization of the arbitration, any one of those Parties may refer the dispute to the International Court of Justice by request in conformity with the Statute of the Court.
2. Each State Party may at the time of signature or ratification of the present Convention or accession thereto declare that it does not consider itself bound by paragraph 1 of the present article. The other States Parties shall not be bound by that paragraph with respect to any State Party that has made such a declaration.
3. Any State Party that has made a declaration in accordance with paragraph 2 of the present article may at any time withdraw that declaration by notification to the Secretary-General of the United Nations.

Article 93

1. The present Convention, of which the Arabic, Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited with the Secretary-General of the United Nations.
2. The Secretary-General of the United Nations shall transmit certified copies of the present Convention to all States.

In witness whereof the undersigned plenipotentiaries, being duly authorized thereto by their respective Governments, have signed the present Convention.

Convention on the Rights of Persons with Disabilities

Preamble

The States Parties to the present Convention,

(a) Recalling the principles proclaimed in the Charter of the United Nations which recognize the inherent dignity and worth and the equal and inalienable rights of all members of the human family as the foundation of freedom, justice and peace in the world,

(b) Recognizing that the United Nations, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, has proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind,

(c) Reaffirming the universality, indivisibility, interdependence and interrelatedness of all human rights and fundamental freedoms and the need for persons with disabilities to be guaranteed their full enjoyment without discrimination,

(d) Recalling the International Covenant on Economic, Social and Cultural Rights, the International Covenant on Civil and Political Rights, the International Convention on the Elimination of All Forms of Racial Discrimination, the Convention on the Elimination of All Forms of Discrimination against Women, the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, the Convention on the Rights of the Child, and the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families,

(e) Recognizing that disability is an evolving concept and that disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others,

(f) Recognizing the importance of the principles and policy guidelines contained in the World Programme of Action concerning Disabled Persons and in the Standard Rules on the Equalization of Opportunities for Persons with Disabilities in influencing the promotion, formulation and evaluation of the policies, plans, programmes and actions at the national, regional and international levels to further equalize opportunities for persons with disabilities,

(g) Emphasizing the importance of mainstreaming disability issues as an integral part of relevant strategies of sustainable development,

(h) Recognizing also that discrimination against any person on the basis of disability is a violation of the inherent dignity and worth of the human person,

(i) Recognizing further the diversity of persons with disabilities,

(j) Recognizing the need to promote and protect the human rights of all persons with disabilities, including those who require more intensive support,

(k) Concerned that, despite these various instruments and undertakings, persons with disabilities continue to face barriers in their participation as equal members of society and violations of their human rights in all parts of the world,

(l) Recognizing the importance of international cooperation for improving the living conditions of persons with disabilities in every country, particularly in developing countries,

(m) Recognizing the valued existing and potential contributions made by persons with disabilities to the overall well-being and diversity of their communities, and that the promotion of the full enjoyment by persons with disabilities of their human rights and fundamental freedoms and of full participation by persons with disabilities will result in their enhanced sense of belonging and in significant advances in the human, social and economic development of society and the eradication of poverty,

(n) Recognizing the importance for persons with disabilities of their individual autonomy and independence, including the freedom to make their own choices,

(o) Considering that persons with disabilities should have the opportunity to be actively involved in decision-making processes about policies and programmes, including those directly concerning them,

(p) Concerned about the difficult conditions faced by persons with disabilities who are subject to multiple or aggravated forms of discrimination on the basis of race, colour, sex, language, religion, political or other opinion, national, ethnic, indigenous or social origin, property, birth, age or other status,

(q) Recognizing that women and girls with disabilities are often at greater risk, both within and outside the of violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation,

(r) Recognizing that children with disabilities should have full enjoyment of all human rights and fundamental freedoms on an equal basis with other children, and recalling obligations to that end undertaken by States Parties to the Convention on the Rights of the Child,

(s) Emphasizing the need to incorporate a gender perspective in all efforts to promote the full enjoyment of human rights and fundamental freedoms by persons with disabilities,

(t) Highlighting the fact that the majority of persons with disabilities live in conditions of poverty, and in this regard recognizing the critical need to address the negative impact of poverty on persons with disabilities,

(u) Bearing in mind that conditions of peace and security based on full respect for the purposes and principles contained in the Charter of the United Nations and observance of applicable human rights instruments are indispensable for the full protection of persons with disabilities, in particular during armed conflicts and foreign occupation,

(v) Recognizing the importance of accessibility to the physical, social, economic and cultural environment, to health and education and to information and communication, in enabling persons with disabilities to fully enjoy all human rights and fundamental freedoms,

(w) Realizing that the individual, having duties to other individuals and to the community to which he or she belongs, is under a responsibility to strive for the promotion and observance of the rights recognized in the International Bill of Human Rights,

(x) Convinced that the family is the natural and fundamental group unit of society and is entitled to protection

by society and the State, and that persons with disabilities and their family members should receive the necessary protection and assistance to enable families to contribute towards the full and equal enjoyment of the rights of persons with disabilities,

(y) Convinced that a comprehensive and integral international convention to promote and protect the rights and dignity of persons with disabilities will make a significant contribution to redressing the profound social disadvantage of persons with disabilities and promote their participation in the civil, political, economic, social and cultural spheres with equal opportunities, in both developing and developed countries,

Have agreed as follows :

Article 1 - Purpose

The purpose of the present Convention is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity.

Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

Article 2 - Definitions

For the purposes of the present Convention:

"Communication" includes languages, display of text, Braille, tactile communication, large print, accessible multimedia as well as written, audio, plain-language, human-reader and augmentative and alternative modes, means and formats of communication, including accessible information and communication technology;

"Language" includes spoken and signed languages and other forms of non-spoken languages;

"Discrimination on the basis of disability" means any distinction, exclusion or restriction on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It includes all forms of discrimination, including denial of reasonable accommodation;

"Reasonable accommodation" means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms;

"Universal design" means the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. "Universal design" shall not exclude assistive devices for particular groups of persons with disabilities where this is needed.

Article 3 - General principles

The principles of the present Convention shall be:

(a) Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and

independence of persons;

(b) Non-discrimination;

(c) Full and effective participation and inclusion in society;

(d) Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity;

(e) Equality of opportunity;

(f) Accessibility;

(g) Equality between men and women;

(h) Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

Article 4 - General obligations

1. States Parties undertake to ensure and promote the full realization of all human rights and fundamental freedoms for all persons with disabilities without discrimination of any kind on the basis of disability. To this end, States Parties undertake:

(a) To adopt all appropriate legislative, administrative and other measures for the implementation of the rights recognized in the present Convention;

(b) To take all appropriate measures, including legislation, to modify or abolish existing laws, regulations, customs and practices that constitute discrimination against persons with disabilities;

(c) To take into account the protection and promotion of the human rights of persons with disabilities in all policies and programmes;

(d) To refrain from engaging in any act or practice that is inconsistent with the present Convention and to ensure that public authorities and institutions act in conformity with the present Convention;

(e) To take all appropriate measures to eliminate discrimination on the basis of disability by any person, organization or private enterprise;

(f) To undertake or promote research and development of universally designed goods, services, equipment and facilities, as defined in article 2 of the present Convention, which should require the minimum possible adaptation and the least cost to meet the specific needs of a person with disabilities, to promote their availability and use, and to promote universal design in the development of standards and guidelines;

(g) To undertake or promote research and development of, and to promote the availability and use of new technologies, including information and communications technologies, mobility aids, devices and assistive technologies, suitable for persons with disabilities, giving priority to technologies at an affordable cost;

(h) To provide accessible information to persons with disabilities about mobility aids, devices and assistive technologies, including new technologies, as well as other forms of assistance, support services and facilities;

(i) To promote the training of professionals and staff working with persons with disabilities in the rights recognized in this Convention so as to better provide the assistance and services guaranteed by those rights.

2. With regard to economic, social and cultural rights, each State Party undertakes to take measures to the maximum of its available resources and, where needed, within the framework of international cooperation, with a view to achieving progressively the full realization of these rights, without prejudice to those obligations contained in the present Convention that are immediately applicable according to international law.

3. In the development and implementation of legislation and policies to implement the present Convention, and in other decision-making processes concerning issues relating to persons with disabilities, States Parties shall closely consult with and actively involve persons with disabilities, including children with disabilities, through their representative organizations.

4. Nothing in the present Convention shall affect any provisions which are more conducive to the realization of the rights of persons with disabilities and which may be contained in the law of a State Party or international law in force for that State. There shall be no restriction upon or derogation from any of the human rights and fundamental freedoms recognized or existing in any State Party to the present Convention pursuant to law, conventions, regulation or custom on the pretext that the present Convention does not recognize such rights or freedoms or that it recognizes them to a lesser extent.

5. The provisions of the present Convention shall extend to all parts of federal states without any limitations or exceptions.

Article 5 - Equality and non-discrimination

1. States Parties recognize that all persons are equal before and under the law and are entitled without any discrimination to the equal protection and equal benefit of the law.

2. States Parties shall prohibit all discrimination on the basis of disability and guarantee to persons with disabilities equal and effective legal protection against discrimination on all grounds.

3. In order to promote equality and eliminate discrimination, States Parties shall take all appropriate steps to ensure that reasonable accommodation is provided.

4. Specific measures which are necessary to accelerate or achieve de facto equality of persons with disabilities shall not be considered discrimination under the terms of the present Convention.

Article 6 - Women with disabilities

1. States Parties recognize that women and girls with disabilities are subject to multiple discrimination, and in this regard shall take measures to ensure the full and equal enjoyment by them of all human rights and fundamental freedoms.

2. States Parties shall take all appropriate measures to ensure the full development, advancement and empowerment of women, for the purpose of guaranteeing them the exercise and enjoyment of the human rights and fundamental freedoms set out in the present Convention.

Article 7 - Children with disabilities

1. States Parties shall take all necessary measures to ensure the full enjoyment by children with disabilities of all human rights and fundamental freedoms on an equal basis with other children.
2. In all actions concerning children with disabilities, the best interests of the child shall be a primary consideration.
3. States Parties shall ensure that children with disabilities have the right to express their views freely on all matters affecting them, their views being given due weight in accordance with their age and maturity, on an equal basis with other children, and to be provided with disability and age-appropriate assistance to realize that right.

Article 8 - Awareness-raising

1. States Parties undertake to adopt immediate, effective and appropriate measures:
 - (a) To raise awareness throughout society, including at the family level, regarding persons with disabilities, and to foster respect for the rights and dignity of persons with disabilities;
 - (b) To combat stereotypes, prejudices and harmful practices relating to persons with disabilities, including those based on sex and age, in all areas of life;
 - (c) To promote awareness of the capabilities and contributions of persons with disabilities.
2. Measures to this end include:
 - (a) Initiating and maintaining effective public awareness campaigns designed:
 - (i) To nurture receptiveness to the rights of persons with disabilities;
 - (ii) To promote positive perceptions and greater social awareness towards persons with disabilities;
 - (iii) To promote recognition of the skills, merits and abilities of persons with disabilities, and of their contributions to the workplace and the labour market;
 - (b) Fostering at all levels of the education system, including in all children from an early age, an attitude of respect for the rights of persons with disabilities;
 - (c) Encouraging all organs of the media to portray persons with disabilities in a manner consistent with the purpose of the present Convention;
 - (d) Promoting awareness-training programmes regarding persons with disabilities and the rights of persons with disabilities.

Article 9 - Accessibility

1. To enable persons with disabilities to live independently and participate fully in all aspects of life, States Parties shall take appropriate measures to ensure to persons with disabilities access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or

provided to the public, both in urban and in rural areas. These measures, which shall include the identification and elimination of obstacles and barriers to accessibility, shall apply to, inter alia:

- (a) Buildings, roads, transportation and other indoor and outdoor facilities, including schools, housing, medical facilities and workplaces;
- (b) Information, communications and other services, including electronic services and emergency services.

2. States Parties shall also take appropriate measures to:

- (a) Develop, promulgate and monitor the implementation of minimum standards and guidelines for the accessibility of facilities and services open or provided to the public;
- (b) Ensure that private entities that offer facilities and services which are open or provided to the public take into account all aspects of accessibility for persons with disabilities;
- (c) Provide training for stakeholders on accessibility issues facing persons with disabilities;
- (d) Provide in buildings and other facilities open to the public signage in Braille and in easy to read and understand forms;
- (e) Provide forms of live assistance and intermediaries, including guides, readers and professional sign language interpreters, to facilitate accessibility to buildings and other facilities open to the public;
- (f) Promote other appropriate forms of assistance and support to persons with disabilities to ensure their access to information;
- (g) Promote access for persons with disabilities to new information and communications technologies and systems, including the Internet;
- (h) Promote the design, development, production and distribution of accessible information and communications technologies and systems at an early stage, so that these technologies and systems become accessible at minimum cost.

Article 10 - Right to life

States Parties reaffirm that every human being has the inherent right to life and shall take all necessary measures to ensure its effective enjoyment by persons with disabilities on an equal basis with others.

Article 11 - Situations of risk and humanitarian emergencies

States Parties shall take, in accordance with their obligations under international law, including international humanitarian law and international human rights law, all necessary measures to ensure the protection and safety of persons with disabilities in situations of risk, including situations of armed conflict, humanitarian emergencies and the occurrence of natural disasters.

Article 12 - Equal recognition before the law

1. States Parties reaffirm that persons with disabilities have the right to recognition everywhere as persons before the law.

2. States Parties shall recognize that persons with disabilities enjoy legal capacity on an equal basis with others in all aspects of life.

3. States Parties shall take appropriate measures to provide access by persons with disabilities to the support they may require in exercising their legal capacity.

4. States Parties shall ensure that all measures that relate to the exercise of legal capacity provide for appropriate and effective safeguards to prevent abuse in accordance with international human rights law. Such safeguards shall ensure that measures relating to the exercise of legal capacity respect the rights, will and preferences of the person, are free of conflict of interest and undue influence, are proportional and tailored to the person's circumstances, apply for the shortest time possible and are subject to regular review by a competent, independent and impartial authority or judicial body. The safeguards shall be proportional to the degree to which such measures affect the person's rights and interests.

5. Subject to the provisions of this article, States Parties shall take all appropriate and effective measures to ensure the equal right of persons with disabilities to own or inherit property, to control their own financial affairs and to have equal access to bank loans, mortgages and other forms of financial credit, and shall ensure that persons with disabilities are not arbitrarily deprived of their property.

Article 13 - Access to justice

1. States Parties shall ensure effective access to justice for persons with disabilities on an equal basis with others, including through the provision of procedural and age-appropriate accommodations, in order to facilitate their effective role as direct and indirect participants, including as witnesses, in all legal proceedings, including at investigative and other preliminary stages.

2. In order to help to ensure effective access to justice for persons with disabilities, States Parties shall promote appropriate training for those working in the field of administration of justice, including police and prison staff.

Article 14 - Liberty and security of the person

1. States Parties shall ensure that persons with disabilities, on an equal basis with others:

(a) Enjoy the right to liberty and security of person;

(b) Are not deprived of their liberty unlawfully or arbitrarily, and that any deprivation of liberty is in conformity with the law, and that the existence of a disability shall in no case justify a deprivation of liberty.

2. States Parties shall ensure that if persons with disabilities are deprived of their liberty through any process, they are, on an equal basis with others, entitled to guarantees in accordance with international human rights law and shall be treated in compliance with the objectives and principles of this Convention, including by provision of reasonable accommodation.

Article 15 - Freedom from torture or cruel, inhuman or degrading treatment or punishment

1. No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. In particular, no one shall be subjected without his or her free consent to medical or scientific experimentation.

2. States Parties shall take all effective legislative, administrative, judicial or other measures to prevent

persons with disabilities, on an equal basis with others, from being subjected to torture or cruel, inhuman or degrading treatment or punishment.

Article 16 - Freedom from exploitation, violence and abuse

1. States Parties shall take all appropriate legislative, administrative, social, educational and other measures to protect persons with disabilities, both within and outside the, from all forms of exploitation, violence and abuse, including their gender-based aspects.
2. States Parties shall also take all appropriate measures to prevent all forms of exploitation, violence and abuse by ensuring, inter alia, appropriate forms of gender- and age-sensitive assistance and support for persons with disabilities and their families and caregivers, including through the provision of information and education on how to avoid, recognize and report instances of exploitation, violence and abuse. States Parties shall ensure that protection services are age-, gender- and disability-sensitive.
3. In order to prevent the occurrence of all forms of exploitation, violence and abuse, States Parties shall ensure that all facilities and programmes designed to serve persons with disabilities are effectively monitored by independent authorities.
4. States Parties shall take all appropriate measures to promote the physical, cognitive and psychological recovery, rehabilitation and social reintegration of persons with disabilities who become victims of any form of exploitation, violence or abuse, including through the provision of protection services. Such recovery and reintegration shall take place in an environment that fosters the health, welfare, self-respect, dignity and autonomy of the person and takes into account gender- and age-specific needs.
5. States Parties shall put in place effective legislation and policies, including women- and child-focused legislation and policies, to ensure that instances of exploitation, violence and abuse against persons with disabilities are identified, investigated and, where appropriate, prosecuted.

Article 17 - Protecting the integrity of the person

Every person with disabilities has a right to respect for his or her physical and mental integrity on an equal basis with others.

Article 18 - Liberty of movement and nationality

1. States Parties shall recognize the rights of persons with disabilities to liberty of movement, to freedom to choose their residence and to a nationality, on an equal basis with others, including by ensuring that persons with disabilities:
 - (a) Have the right to acquire and change a nationality and are not deprived of their nationality arbitrarily or on the basis of disability;
 - (b) Are not deprived, on the basis of disability, of their ability to obtain, possess and utilize documentation of their nationality or other documentation of identification, or to utilize relevant processes such as immigration proceedings, that may be needed to facilitate exercise of the right to liberty of movement;
 - (c) Are free to leave any country, including their own;
 - (d) Are not deprived, arbitrarily or on the basis of disability, of the right to enter their own country.

2. Children with disabilities shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by their parents.

Article 19 - Living independently and being included in the community

States Parties to this Convention recognize the equal right of all persons with disabilities to live in the community, with choices equal to others, and shall take effective and appropriate measures to facilitate full enjoyment by persons with disabilities of this right and their full inclusion and participation in the community, including by ensuring that:

- (a) Persons with disabilities have the opportunity to choose their place of residence and where and with whom they live on an equal basis with others and are not obliged to live in a particular living arrangement;
- (b) Persons with disabilities have access to a range of in-, residential and other community support services, including personal assistance necessary to support living and inclusion in the community, and to prevent isolation or segregation from the community;
- (c) Community services and facilities for the general population are available on an equal basis to persons with disabilities and are responsive to their needs.

Article 20 Personal mobility

States Parties shall take effective measures to ensure personal mobility with the greatest possible independence for persons with disabilities, including by:

- (a) Facilitating the personal mobility of persons with disabilities in the manner and at the time of their choice, and at affordable cost;
- (b) Facilitating access by persons with disabilities to quality mobility aids, devices, assistive technologies and forms of live assistance and intermediaries, including by making them available at affordable cost;
- (c) Providing training in mobility skills to persons with disabilities and to specialist staff working with persons with disabilities;
- (d) Encouraging entities that produce mobility aids, devices and assistive technologies to take into account all aspects of mobility for persons with disabilities.

Article 21 - Freedom of expression and opinion, and access to information

States Parties shall take all appropriate measures to ensure that persons with disabilities can exercise the right to freedom of expression and opinion, including the freedom to seek, receive and impart information and ideas on an equal basis with others and through all forms of communication of their choice, as defined in article 2 of the present Convention, including by:

- (a) Providing information intended for the general public to persons with disabilities in accessible formats and technologies appropriate to different kinds of disabilities in a timely manner and without additional cost;
- (b) Accepting and facilitating the use of sign languages, Braille, augmentative and alternative communication, and all other accessible means, modes and formats of communication of their choice by persons with disabilities in official interactions;

(c) Urging private entities that provide services to the general public, including through the Internet, to provide information and services in accessible and usable formats for persons with disabilities;

(d) Encouraging the mass media, including providers of information through the Internet, to make their services accessible to persons with disabilities;

(e) Recognizing and promoting the use of sign languages.

Article 22 - Respect for privacy

1. No person with disabilities, regardless of place of residence or living arrangements, shall be subjected to arbitrary or unlawful interference with his or her privacy, family, or correspondence or other types of communication or to unlawful attacks on his or her honour and reputation. Persons with disabilities have the right to the protection of the law against such interference or attacks.

2. States Parties shall protect the privacy of personal, health and rehabilitation information of persons with disabilities on an equal basis with others.

Article 23 - Respect for and the family

1. States Parties shall take effective and appropriate measures to eliminate discrimination against persons with disabilities in all matters relating to marriage, family, parenthood and relationships, on an equal basis with others, so as to ensure that:

(a) The right of all persons with disabilities who are of marriageable age to marry and to found a family on the basis of free and full consent of the intending spouses is recognized;

(b) The rights of persons with disabilities to decide freely and responsibly on the number and spacing of their children and to have access to age-appropriate information, reproductive and family planning education are recognized, and the means necessary to enable them to exercise these rights are provided;

(c) Persons with disabilities, including children, retain their fertility on an equal basis with others.

2. States Parties shall ensure the rights and responsibilities of persons with disabilities, with regard to guardianship, wardship, trusteeship, adoption of children or similar institutions, where these concepts exist in national legislation; in all cases the best interests of the child shall be paramount. States Parties shall render appropriate assistance to persons with disabilities in the performance of their child-rearing responsibilities.

3. States Parties shall ensure that children with disabilities have equal rights with respect to family life. With a view to realizing these rights, and to prevent concealment, abandonment, neglect and segregation of children with disabilities, States Parties shall undertake to provide early and comprehensive information, services and support to children with disabilities and their families.

4. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. In no case shall a child be separated from parents on the basis of a disability of either the child or one or both of the parents.

5. States Parties shall, where the immediate family is unable to care for a child with disabilities, undertake

every effort to provide alternative care within the wider family, and failing that, within the community in a family setting.

Article 24 - Education

1. States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and life long learning directed to:

(a) The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;

(b) The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;

(c) Enabling persons with disabilities to participate effectively in a free society.

2. In realizing this right, States Parties shall ensure that:

(a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;

(b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;

(c) Reasonable accommodation of the individual's requirements is provided;

(d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;

(e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:

(a) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;

(b) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;

(c) Ensuring that the education of persons, and in particular children, who are blind, deaf or deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.

4. In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability

awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.

5. States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.

Article 25 - Health

States Parties recognize that persons with disabilities have the right to the enjoyment of the highest attainable standard of health without discrimination on the basis of disability. States Parties shall take all appropriate measures to ensure access for persons with disabilities to health services that are gender-sensitive, including health-related rehabilitation. In particular, States Parties shall:

(a) Provide persons with disabilities with the same range, quality and standard of free or affordable health care and programmes as provided to other persons, including in the area of sexual and reproductive health and population-based public health programmes;

(b) Provide those health services needed by persons with disabilities specifically because of their disabilities, including early identification and intervention as appropriate, and services designed to minimize and prevent further disabilities, including among children and older persons;

(c) Provide these health services as close as possible to people's own communities, including in rural areas;

(d) Require health professionals to provide care of the same quality to persons with disabilities as to others, including on the basis of free and informed consent by, inter alia, raising awareness of the human rights, dignity, autonomy and needs of persons with disabilities through training and the promulgation of ethical standards for public and private health care;

(e) Prohibit discrimination against persons with disabilities in the provision of health insurance, and life insurance where such insurance is permitted by national law, which shall be provided in a fair and reasonable manner;

(f) Prevent discriminatory denial of health care or health services or food and fluids on the basis of disability.

Article 26 - Habilitation and rehabilitation

1. States Parties shall take effective and appropriate measures, including through peer support, to enable persons with disabilities to attain and maintain maximum independence, full physical, mental, social and vocational ability, and full inclusion and participation in all aspects of life. To that end, States Parties shall organize, strengthen and extend comprehensive habilitation and rehabilitation services and programmes, particularly in the areas of health, employment, education and social services, in such a way that these services and programmes:

(a) Begin at the earliest possible stage, and are based on the multidisciplinary assessment of individual needs and strengths;

(b) Support participation and inclusion in the community and all aspects of society, are voluntary, and are available to persons with disabilities as close as possible to their own communities, including in rural areas.

2. States Parties shall promote the development of initial and continuing training for professionals and staff working in habilitation and rehabilitation services.

3. States Parties shall promote the availability, knowledge and use of assistive devices and technologies, designed for persons with disabilities, as they relate to habilitation and rehabilitation.

Article 27 - Work and employment

1. States Parties recognize the right of persons with disabilities to work, on an equal basis with others; this includes the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities. States Parties shall safeguard and promote the realization of the right to work, including for those who acquire a disability during the course of employment, by taking appropriate steps, including through legislation, to, inter alia:

(a) Prohibit discrimination on the basis of disability with regard to all matters concerning all forms of employment, including conditions of recruitment, hiring and employment, continuance of employment, career advancement and safe and healthy working conditions;

(b) Protect the rights of persons with disabilities, on an equal basis with others, to just and favourable conditions of work, including equal opportunities and equal remuneration for work of equal value, safe and healthy working conditions, including protection from harassment, and the redress of grievances;

(c) Ensure that persons with disabilities are able to exercise their labour and trade union rights on an equal basis with others;

(d) Enable persons with disabilities to have effective access to general technical and vocational guidance programmes, placement services and vocational and continuing training;

(e) Promote employment opportunities and career advancement for persons with disabilities in the labour market, as well as assistance in finding, obtaining, maintaining and returning to employment;

(f) Promote opportunities for self-employment, entrepreneurship, the development of cooperatives and starting one's own business;

(g) Employ persons with disabilities in the public sector;

(h) Promote the employment of persons with disabilities in the private sector through appropriate policies and measures, which may include affirmative action programmes, incentives and other measures;

(i) Ensure that reasonable accommodation is provided to persons with disabilities in the workplace;

(j) Promote the acquisition by persons with disabilities of work experience in the open labour market;

(k) Promote vocational and professional rehabilitation, job retention and return-to-work programmes for persons with disabilities.

2. States Parties shall ensure that persons with disabilities are not held in slavery or in servitude, and are protected, on an equal basis with others, from forced or compulsory labour.

Article 28 - Adequate standard of living and social protection

1. States Parties recognize the right of persons with disabilities to an adequate standard of living for themselves and their families, including adequate food, clothing and housing, and to the continuous improvement of living conditions, and shall take appropriate steps to safeguard and promote the realization of this right without discrimination on the basis of disability.

2. States Parties recognize the right of persons with disabilities to social protection and to the enjoyment of that right without discrimination on the basis of disability, and shall take appropriate steps to safeguard and promote the realization of this right, including measures:

(a) To ensure equal access by persons with disabilities to clean water services, and to ensure access to appropriate and affordable services, devices and other assistance for disability-related needs;

(b) To ensure access by persons with disabilities, in particular women and girls with disabilities and older persons with disabilities, to social protection programmes and poverty reduction programmes;

(c) To ensure access by persons with disabilities and their families living in situations of poverty to assistance from the State with disability-related expenses, including adequate training, counselling, financial assistance and respite care;

(d) To ensure access by persons with disabilities to public housing programmes;

(e) To ensure equal access by persons with disabilities to retirement benefits and programmes.

Article 29 - Participation in political and public life

States Parties shall guarantee to persons with disabilities political rights and the opportunity to enjoy them on an equal basis with others, and shall undertake to:

(a) Ensure that persons with disabilities can effectively and fully participate in political and public life on an equal basis with others, directly or through freely chosen representatives, including the right and opportunity for persons with disabilities to vote and be elected, inter alia, by:

(i) Ensuring that voting procedures, facilities and materials are appropriate, accessible and easy to understand and use;

(ii) Protecting the right of persons with disabilities to vote by secret ballot in elections and public referendums without intimidation, and to stand for elections, to effectively hold office and perform all public functions at all levels of government, facilitating the use of assistive and new technologies where appropriate;

(iii) Guaranteeing the free expression of the will of persons with disabilities as electors and to this end, where necessary, at their request, allowing assistance in voting by a person of their own choice;

(b) Promote actively an environment in which persons with disabilities can effectively and fully participate in the conduct of public affairs, without discrimination and on an equal basis with others, and encourage their participation in public affairs, including:

(i) Participation in non-governmental organizations and associations concerned with the public and political life of the country, and in the activities and administration of political parties;

(ii) Forming and joining organizations of persons with disabilities to represent persons with disabilities at international, national, regional and local levels.

Article 30 - Participation in cultural life, recreation, leisure and sport

1. States Parties recognize the right of persons with disabilities to take part on an equal basis with others in cultural life, and shall take all appropriate measures to ensure that persons with disabilities:

(a) Enjoy access to cultural materials in accessible formats;

(b) Enjoy access to television programmes, films, theatre and other cultural activities, in accessible formats;

(c) Enjoy access to places for cultural performances or services, such as theatres, museums, cinemas, libraries and tourism services, and, as far as possible, enjoy access to monuments and sites of national cultural importance.

2. States Parties shall take appropriate measures to enable persons with disabilities to have the opportunity to develop and utilize their creative, artistic and intellectual potential, not only for their own benefit, but also for the enrichment of society.

3. States Parties shall take all appropriate steps, in accordance with international law, to ensure that laws protecting intellectual property rights do not constitute an unreasonable or discriminatory barrier to access by persons with disabilities to cultural materials.

4. Persons with disabilities shall be entitled, on an equal basis with others, to recognition and support of their specific cultural and linguistic identity, including sign languages and deaf culture.

5. With a view to enabling persons with disabilities to participate on an equal basis with others in recreational, leisure and sporting activities, States Parties shall take appropriate measures:

(a) To encourage and promote the participation, to the fullest extent possible, of persons with disabilities in mainstream sporting activities at all levels;

(b) To ensure that persons with disabilities have an opportunity to organize, develop and participate in disability-specific sporting and recreational activities and, to this end, encourage the provision, on an equal basis with others, of appropriate instruction, training and resources;

(c) To ensure that persons with disabilities have access to sporting, recreational and tourism venues;

(d) To ensure that children with disabilities have equal access with other children to participation in play, recreation and leisure and sporting activities, including those activities in the school system;

(e) To ensure that persons with disabilities have access to services from those involved in the organization of recreational, tourism, leisure and sporting activities.

Article 31 - Statistics and data collection

1. States Parties undertake to collect appropriate information, including statistical and research data, to enable them to formulate and implement policies to give effect to the present Convention. The process of collecting and maintaining this information shall:

(a) Comply with legally established safeguards, including legislation on data protection, to ensure confidentiality and respect for the privacy of persons with disabilities;

(b) Comply with internationally accepted norms to protect human rights and fundamental freedoms and ethical principles in the collection and use of statistics.

2. The information collected in accordance with this article shall be disaggregated, as appropriate, and used to help assess the implementation of States Parties' obligations under the present Convention and to identify and address the barriers faced by persons with disabilities in exercising their rights.

3. States Parties shall assume responsibility for the dissemination of these statistics and ensure their accessibility to persons with disabilities and others.

Article 32 - International cooperation

1. States Parties recognize the importance of international cooperation and its promotion, in support of national efforts for the realization of the purpose and objectives of the present Convention, and will undertake appropriate and effective measures in this regard, between and among States and, as appropriate, in partnership with relevant international and regional organizations and civil society, in particular organizations of persons with disabilities. Such measures could include, inter alia:

(a) Ensuring that international cooperation, including international development programmes, is inclusive of and accessible to persons with disabilities;

(b) Facilitating and supporting capacity-building, including through the exchange and sharing of information, experiences, training programmes and best practices;

(c) Facilitating cooperation in research and access to scientific and technical knowledge;

(d) Providing, as appropriate, technical and economic assistance, including by facilitating access to and sharing of accessible and assistive technologies, and through the transfer of technologies.

2. The provisions of this article are without prejudice to the obligations of each State Party to fulfil its obligations under the present Convention.

Article 33 - National implementation and monitoring

1. States Parties, in accordance with their system of organization, shall designate one or more focal points within government for matters relating to the implementation of the present Convention, and shall give due consideration to the establishment or designation of a coordination mechanism within government to facilitate related action in different sectors and at different levels.

2. States Parties shall, in accordance with their legal and administrative systems, maintain, strengthen, designate or establish within the State Party, a framework, including one or more independent mechanisms, as appropriate, to promote, protect and monitor implementation of the present Convention. When designating or establishing such a mechanism, States Parties shall take into account the principles relating to the status and functioning of national institutions for protection and promotion of human rights.

3. Civil society, in particular persons with disabilities and their representative organizations, shall be involved and participate fully in the monitoring process.

Article 34 - Committee on the Rights of Persons with Disabilities

1. There shall be established a Committee on the Rights of Persons with Disabilities (hereafter referred to as "the Committee"), which shall carry out the functions hereinafter provided.
2. The Committee shall consist, at the time of entry into force of the present Convention, of twelve experts. After an additional sixty ratifications or accessions to the Convention, the membership of the Committee shall increase by six members, attaining a maximum number of eighteen members.
3. The members of the Committee shall serve in their personal capacity and shall be of high moral standing and recognized competence and experience in the field covered by the present Convention. When nominating their candidates, States Parties are invited to give due consideration to the provision set out in article 4.3 of the present Convention.
4. The members of the Committee shall be elected by States Parties, consideration being given to equitable geographical distribution, representation of the different forms of civilization and of the principal legal systems, balanced gender representation and participation of experts with disabilities.
5. The members of the Committee shall be elected by secret ballot from a list of persons nominated by the States Parties from among their nationals at meetings of the Conference of States Parties. At those meetings, for which two thirds of States Parties shall constitute a quorum, the persons elected to the Committee shall be those who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.
6. The initial election shall be held no later than six months after the date of entry into force of the present Convention. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to the States Parties inviting them to submit the nominations within two months. The Secretary-General shall subsequently prepare a list in alphabetical order of all persons thus nominated, indicating the State Parties which have nominated them, and shall submit it to the States Parties to the present Convention.
7. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election once. However, the term of six of the members elected at the first election shall expire at the end of two years; immediately after the first election, the names of these six members shall be chosen by lot by the chairperson of the meeting referred to in paragraph 5 of this article.
8. The election of the six additional members of the Committee shall be held on the occasion of regular elections, in accordance with the relevant provisions of this article.
9. If a member of the Committee dies or resigns or declares that for any other cause she or he can no longer perform her or his duties, the State Party which nominated the member shall appoint another expert possessing the qualifications and meeting the requirements set out in the relevant provisions of this article, to serve for the remainder of the term.
10. The Committee shall establish its own rules of procedure.
11. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention, and shall convene its initial meeting.

12. With the approval of the General Assembly, the members of the Committee established under the present Convention shall receive emoluments from United Nations resources on such terms and conditions as the Assembly may decide, having regard to the importance of the Committee's responsibilities.

13. The members of the Committee shall be entitled to the facilities, privileges and immunities of experts on mission for the United Nations as laid down in the relevant sections of the Convention on the Privileges and Immunities of the United Nations.

Article 35 - Reports by States Parties

1. Each State Party shall submit to the Committee, through the Secretary-General of the United Nations, a comprehensive report on measures taken to give effect to its obligations under the present Convention and on the progress made in that regard, within two years after the entry into force of the present Convention for the State Party concerned.

2. Thereafter, States Parties shall submit subsequent reports at least every four years and further whenever the Committee so requests.

3. The Committee shall decide any guidelines applicable to the content of the reports.

4. A State Party which has submitted a comprehensive initial report to the Committee need not, in its subsequent reports, repeat information previously provided. When preparing reports to the Committee, States Parties are invited to consider doing so in an open and transparent process and to give due consideration to the provision set out in article 4.3 of the present Convention.

5. Reports may indicate factors and difficulties affecting the degree of fulfilment of obligations under the present Convention.

Article 36 - Consideration of reports

1. Each report shall be considered by the Committee, which shall make such suggestions and general recommendations on the report as it may consider appropriate and shall forward these to the State Party concerned. The State Party may respond with any information it chooses to the Committee. The Committee may request further information from States Parties relevant to the implementation of the present Convention.

2. If a State Party is significantly overdue in the submission of a report, the Committee may notify the State Party concerned of the need to examine the implementation of the present Convention in that State Party, on the basis of reliable information available to the Committee, if the relevant report is not submitted within three months following the notification. The Committee shall invite the State Party concerned to participate in such examination. Should the State Party respond by submitting the relevant report, the provisions of paragraph 1 of this article will apply.

3. The Secretary-General of the United Nations shall make available the reports to all States Parties.

4. States Parties shall make their reports widely available to the public in their own countries and facilitate access to the suggestions and general recommendations relating to these reports.

5. The Committee shall transmit, as it may consider appropriate, to the specialized agencies, funds and programmes of the United Nations, and other competent bodies, reports from States Parties in order to

address a request or indication of a need for technical advice or assistance contained therein, along with the Committee's observations and recommendations, if any, on these requests or indications.

Article 37 - Cooperation between States Parties and the Committee

1. Each State Party shall cooperate with the Committee and assist its members in the fulfilment of their mandate.
2. In its relationship with States Parties, the Committee shall give due consideration to ways and means of enhancing national capacities for the implementation of the present Convention, including through international cooperation.

Article 38 - Relationship of the Committee with other bodies

In order to foster the effective implementation of the present Convention and to encourage international cooperation in the field covered by the present Convention:

(a) The specialized agencies and other United Nations organs shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their mandate. The Committee may invite the specialized agencies and other competent bodies as it may consider appropriate to provide expert advice on the implementation of the Convention in areas falling within the scope of their respective mandates. The Committee may invite specialized agencies and other United Nations organs to submit reports on the implementation of the Convention in areas falling within the scope of their activities;

(b) The Committee, as it discharges its mandate, shall consult, as appropriate, other relevant bodies instituted by international human rights treaties, with a view to ensuring the consistency of their respective reporting guidelines, suggestions and general recommendations, and avoiding duplication and overlap in the performance of their functions.

Article 39 - Report of the Committee

The Committee shall report every two years to the General Assembly and to the Economic and Social Council on its activities, and may make suggestions and general recommendations based on the examination of reports and information received from the States Parties. Such suggestions and general recommendations shall be included in the report of the Committee together with comments, if any, from States Parties.

Article 40 - Conference of States Parties

1. The States Parties shall meet regularly in a Conference of States Parties in order to consider any matter with regard to the implementation of the present Convention.
2. No later than six months after the entry into force of the present Convention, the Conference of the States Parties shall be convened by the Secretary-General of the United Nations. The subsequent meetings shall be convened by the Secretary-General of the United Nations biennially or upon the decision of the Conference of States Parties.

Article 41 - Depositary

The Secretary-General of the United Nations shall be the depositary of the present Convention.

Article 42 - Signature

The present Convention shall be open for signature by all States and by regional integration organizations at United Nations Headquarters in New York as of 30 March 2007.

Article 43 - Consent to be bound

The present Convention shall be subject to ratification by signatory States and to formal confirmation by signatory regional integration organizations. It shall be open for accession by any State or regional integration organization which has not signed the Convention.

Article 44 - Regional integration organizations

1. "Regional integration organization" shall mean an organization constituted by sovereign States of a given region, to which its member States have transferred competence in respect of matters governed by this Convention. Such organizations shall declare, in their instruments of formal confirmation or accession, the extent of their competence with respect to matters governed by this Convention. Subsequently, they shall inform the depositary of any substantial modification in the extent of their competence.
2. References to "States Parties" in the present Convention shall apply to such organizations within the limits of their competence.
3. For the purposes of article 45, paragraph 1, and article 47, paragraphs 2 and 3, any instrument deposited by a regional integration organization shall not be counted.
4. Regional integration organizations, in matters within their competence, may exercise their right to vote in the Conference of States Parties, with a number of votes equal to the number of their member States that are Parties to this Convention. Such an organization shall not exercise its right to vote if any of its member States exercises its right, and vice versa.

Article 45 - Entry into force

1. The present Convention shall enter into force on the thirtieth day after the deposit of the twentieth instrument of ratification or accession.
2. For each State or regional integration organization ratifying, formally confirming or acceding to the Convention after the deposit of the twentieth such instrument, the Convention shall enter into force on the thirtieth day after the deposit of its own such instrument.

Article 46 - Reservations

1. Reservations incompatible with the object and purpose of the present Convention shall not be permitted.
2. Reservations may be withdrawn at any time.

Article 47 - Amendments

1. Any State Party may propose an amendment to the present Convention and submit it to the Secretary-General of the United Nations. The Secretary-General shall communicate any proposed amendments to States Parties, with a request to be notified whether they favour a conference of States Parties for the purpose of considering and deciding upon the proposals. In the event that, within four months from the date of such

communication, at least one third of the States Parties favour such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of two thirds of the States Parties present and voting shall be submitted by the Secretary-General to the General Assembly for approval and thereafter to all States Parties for acceptance.

2. An amendment adopted and approved in accordance with paragraph 1 of this article shall enter into force on the thirtieth day after the number of instruments of acceptance deposited reaches two thirds of the number of States Parties at the date of adoption of the amendment. Thereafter, the amendment shall enter into force for any State Party on the thirtieth day following the deposit of its own instrument of acceptance. An amendment shall be binding only on those States Parties which have accepted it.

3. If so decided by the Conference of States Parties by consensus, an amendment adopted and approved in accordance with paragraph 1 of this article which relates exclusively to articles 34, 38, 39 and 40 shall enter into force for all States Parties on the thirtieth day after the number of instruments of acceptance deposited reaches two thirds of the number of States Parties at the date of adoption of the amendment.

Article 48 - Denunciation

A State Party may denounce the present Convention by written notification to the Secretary-General of the United Nations. The denunciation shall become effective one year after the date of receipt of the notification by the Secretary-General.

Article 49 - Accessible format

The text of the present Convention shall be made available in accessible formats.

Article 50 - Authentic texts

The Arabic, Chinese, English, French, Russian and Spanish texts of the present Convention shall be equally authentic.

In witness thereof the undersigned plenipotentiaries, being duly authorized thereto by their respective Governments, have signed the present Convention.

International Covenant on Economic, Social and Cultural Rights

Adopted and opened for signature, ratification and accession by General Assembly resolution 2200A (XXI) of 16 December 1966

entry into force 3 January 1976, in accordance with article 27

Preamble

The States Parties to the present Covenant,

Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Recognizing that these rights derive from the inherent dignity of the human person,

Recognizing that, in accordance with the Universal Declaration of Human Rights, the ideal of free human beings enjoying freedom from fear and want can only be achieved if conditions are created whereby everyone may enjoy his economic, social and cultural rights, as well as his civil and political rights,

Considering the obligation of States under the Charter of the United Nations to promote universal respect for, and observance of, human rights and freedoms,

Realizing that the individual, having duties to other individuals and to the community to which he belongs, is under a responsibility to strive for the promotion and observance of the rights recognized in the present Covenant,

Agree upon the following articles:

PART I

Article 1

1. All peoples have the right of self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.

2. All peoples may, for their own ends, freely dispose of their natural wealth and resources without prejudice to any obligations arising out of international economic co-operation, based upon the principle of mutual benefit, and international law. In no case may a people be deprived of its own means of subsistence.

3. The States Parties to the present Covenant, including those having responsibility for the administration of Non-Self-Governing and Trust Territories, shall promote the realization of the right of self-determination, and shall respect that right, in conformity with the provisions of the Charter of the United Nations.

PART II

Article 2

1. Each State Party to the present Covenant undertakes to take steps, individually and through international assistance and co-operation, especially economic and technical, to the maximum of its available resources, with a view to achieving progressively the full realization of the rights recognized in the present Covenant by all appropriate means, including particularly the adoption of legislative measures.
2. The States Parties to the present Covenant undertake to guarantee that the rights enunciated in the present Covenant will be exercised without discrimination of any kind as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
3. Developing countries, with due regard to human rights and their national economy, may determine to what extent they would guarantee the economic rights recognized in the present Covenant to non-nationals.

Article 3

The States Parties to the present Covenant undertake to ensure the equal right of men and women to the enjoyment of all economic, social and cultural rights set forth in the present Covenant.

Article 4

The States Parties to the present Covenant recognize that, in the enjoyment of those rights provided by the State in conformity with the present Covenant, the State may subject such rights only to such limitations as are determined by law only in so far as this may be compatible with the nature of these rights and solely for the purpose of promoting the general welfare in a democratic society.

Article 5

1. Nothing in the present Covenant may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights or freedoms recognized herein, or at their limitation to a greater extent than is provided for in the present Covenant.
2. No restriction upon or derogation from any of the fundamental human rights recognized or existing in any country in virtue of law, conventions, regulations or custom shall be admitted on the pretext that the present Covenant does not recognize such rights or that it recognizes them to a lesser extent.

PART III

Article 6

1. The States Parties to the present Covenant recognize the right to work, which includes the right of everyone to the opportunity to gain his living by work which he freely chooses or accepts, and will take appropriate steps to safeguard this right.

2. The steps to be taken by a State Party to the present Covenant to achieve the full realization of this right shall include technical and vocational guidance and training programmes, policies and techniques to achieve steady economic, social and cultural development and full and productive employment under conditions safeguarding fundamental political and economic freedoms to the individual.

Article 7

The States Parties to the present Covenant recognize the right of everyone to the enjoyment of just and favourable conditions of work which ensure, in particular:

(a) Remuneration which provides all workers, as a minimum, with:

(i) Fair wages and equal remuneration for work of equal value without distinction of any kind, in particular women being guaranteed conditions of work not inferior to those enjoyed by men, with equal pay for equal work;

(ii) A decent living for themselves and their families in accordance with the provisions of the present Covenant;

(b) Safe and healthy working conditions;

(c) Equal opportunity for everyone to be promoted in his employment to an appropriate higher level, subject to no considerations other than those of seniority and competence;

(d) Rest, leisure and reasonable limitation of working hours and periodic holidays with pay, as well as remuneration for public holidays

Article 8

1. The States Parties to the present Covenant undertake to ensure:

(a) The right of everyone to form trade unions and join the trade union of his choice, subject only to the rules of the organization concerned, for the promotion and protection of his economic and social interests. No restrictions may be placed on the exercise of this right other than those prescribed by law and which are necessary in a democratic society in the interests of national security or public order or for the protection of the rights and freedoms of others;

(b) The right of trade unions to establish national federations or confederations and the right of the latter to form or join international trade-union organizations;

(c) The right of trade unions to function freely subject to no limitations other than those prescribed by law and which are necessary in a democratic society in the interests of national security or public order or for the protection of the rights and freedoms of others;

(d) The right to strike, provided that it is exercised in conformity with the laws of the particular country.

2. This article shall not prevent the imposition of lawful restrictions on the exercise of these rights by members of the armed forces or of the police or of the administration of the State.

3. Nothing in this article shall authorize States Parties to the International Labour Organisation Convention of 1948 concerning Freedom of Association and Protection of the Right to Organize to take legislative measures which would prejudice, or apply the law in such a manner as would prejudice, the guarantees provided for in that Convention.

Article 9

The States Parties to the present Covenant recognize the right of everyone to social security, including social insurance.

Article 10

The States Parties to the present Covenant recognize that:

1. The widest possible protection and assistance should be accorded to the family, which is the natural and fundamental group unit of society, particularly for its establishment and while it is responsible for the care and education of dependent children. Marriage must be entered into with the free consent of the intending spouses.

2. Special protection should be accorded to mothers during a reasonable period before and after childbirth. During such period working mothers should be accorded paid leave or leave with adequate social security benefits.

3. Special measures of protection and assistance should be taken on behalf of all children and young persons without any discrimination for reasons of parentage or other conditions. Children and young persons should be protected from economic and social exploitation. Their employment in work harmful to their morals or health or dangerous to life or likely to hamper their normal development should be punishable by law. States should also set age limits below which the paid employment of child labour should be prohibited and punishable by law.

Article 11

1. The States Parties to the present Covenant recognize the right of everyone to an adequate standard of living for himself and his family, including adequate food, clothing and housing, and to the continuous improvement of living conditions. The States Parties will take appropriate steps to ensure the realization of this right, recognizing to this effect the essential importance of international co-operation based on free consent.

2. The States Parties to the present Covenant, recognizing the fundamental right of everyone to be free from hunger, shall take, individually and through international co-operation, the measures, including specific programmes, which are needed:

(a) To improve methods of production, conservation and distribution of food by making full use of technical and scientific knowledge, by disseminating knowledge of the principles of nutrition and by developing or reforming agrarian systems in such a way as to achieve the most efficient development and utilization of natural resources;

(b) Taking into account the problems of both food-importing and food-exporting countries, to ensure an equitable distribution of world food supplies in relation to need.

Article 12

1. The States Parties to the present Covenant recognize the right of everyone to the enjoyment of the highest attainable standard of physical and mental health.

2. The steps to be taken by the States Parties to the present Covenant to achieve the full realization of this right shall include those necessary for:

(a) The provision for the reduction of the stillbirth-rate and of infant mortality and for the healthy development of the child;

(b) The improvement of all aspects of environmental and industrial hygiene;

(c) The prevention, treatment and control of epidemic, endemic, occupational and other diseases;

(d) The creation of conditions which would assure to all medical service and medical attention in the event of sickness.

Article 13

1. The States Parties to the present Covenant recognize the right of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace.

2. The States Parties to the present Covenant recognize that, with a view to achieving the full realization of this right:

(a) Primary education shall be compulsory and available free to all;

(b) Secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education;

(c) Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education;

(d) Fundamental education shall be encouraged or intensified as far as possible for those persons who have not received or completed the whole period of their primary education;

(e) The development of a system of schools at all levels shall be actively pursued, an adequate fellowship system shall be established, and the material conditions of teaching staff shall be continuously improved.

3. The States Parties to the present Covenant undertake to have respect for the liberty of parents and, when applicable, legal guardians to choose for their children schools, other than those established by the public authorities, which conform to such minimum educational standards as may be laid down or approved by the State and to ensure the religious and moral education of their children in conformity with their own

convictions.

4. No part of this article shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principles set forth in paragraph I of this article and to the requirement that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Article 14

Each State Party to the present Covenant which, at the time of becoming a Party, has not been able to secure in its metropolitan territory or other territories under its jurisdiction compulsory primary education, free of charge, undertakes, within two years, to work out and adopt a detailed plan of action for the progressive implementation, within a reasonable number of years, to be fixed in the plan, of the principle of compulsory education free of charge for all.

Article 15

1. The States Parties to the present Covenant recognize the right of everyone:

(a) To take part in cultural life;

(b) To enjoy the benefits of scientific progress and its applications;

(c) To benefit from the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

2. The steps to be taken by the States Parties to the present Covenant to achieve the full realization of this right shall include those necessary for the conservation, the development and the diffusion of science and culture.

3. The States Parties to the present Covenant undertake to respect the freedom indispensable for scientific research and creative activity.

4. The States Parties to the present Covenant recognize the benefits to be derived from the encouragement and development of international contacts and co-operation in the scientific and cultural fields.

PART IV

Article 16

1. The States Parties to the present Covenant undertake to submit in conformity with this part of the Covenant reports on the measures which they have adopted and the progress made in achieving the observance of the rights recognized herein.

2.

(a) All reports shall be submitted to the Secretary-General of the United Nations, who shall transmit copies to the Economic and Social Council for consideration in accordance with the provisions of the present Covenant;

(b) The Secretary-General of the United Nations shall also transmit to the specialized agencies copies of the reports, or any relevant parts therefrom, from States Parties to the present Covenant which are also members of these specialized agencies in so far as these reports, or parts therefrom, relate to any matters which fall within the responsibilities of the said agencies in accordance with their constitutional instruments.

Article 17

1. The States Parties to the present Covenant shall furnish their reports in stages, in accordance with a programme to be established by the Economic and Social Council within one year of the entry into force of the present Covenant after consultation with the States Parties and the specialized agencies concerned.

2. Reports may indicate factors and difficulties affecting the degree of fulfilment of obligations under the present Covenant.

3. Where relevant information has previously been furnished to the United Nations or to any specialized agency by any State Party to the present Covenant, it will not be necessary to reproduce that information, but a precise reference to the information so furnished will suffice.

Article 18

Pursuant to its responsibilities under the Charter of the United Nations in the field of human rights and fundamental freedoms, the Economic and Social Council may make arrangements with the specialized agencies in respect of their reporting to it on the progress made in achieving the observance of the provisions of the present Covenant falling within the scope of their activities. These reports may include particulars of decisions and recommendations on such implementation adopted by their competent organs.

Article 19

The Economic and Social Council may transmit to the Commission on Human Rights for study and general recommendation or, as appropriate, for information the reports concerning human rights submitted by States in accordance with articles 16 and 17, and those concerning human rights submitted by the specialized agencies in accordance with article 18.

Article 20

The States Parties to the present Covenant and the specialized agencies concerned may submit comments to the Economic and Social Council on any general recommendation under article 19 or reference to such general recommendation in any report of the Commission on Human Rights or any documentation referred to therein.

Article 21

The Economic and Social Council may submit from time to time to the General Assembly reports with recommendations of a general nature and a summary of the information received from the States Parties to the present Covenant and the specialized agencies on the measures taken and the progress made in achieving general observance of the rights recognized in the present Covenant.

Article 22

The Economic and Social Council may bring to the attention of other organs of the United Nations, their subsidiary organs and specialized agencies concerned with furnishing technical assistance any matters arising out of the reports referred to in this part of the present Covenant which may assist such bodies in deciding, each within its field of competence, on the advisability of international measures likely to contribute to the effective progressive implementation of the present Covenant.

Article 23

The States Parties to the present Covenant agree that international action for the achievement of the rights recognized in the present Covenant includes such methods as the conclusion of conventions, the adoption of recommendations, the furnishing of technical assistance and the holding of regional meetings and technical meetings for the purpose of consultation and study organized in conjunction with the Governments concerned.

Article 24

Nothing in the present Covenant shall be interpreted as impairing the provisions of the Charter of the United Nations and of the constitutions of the specialized agencies which define the respective responsibilities of the various organs of the United Nations and of the specialized agencies in regard to the matters dealt with in the present Covenant.

Article 25

Nothing in the present Covenant shall be interpreted as impairing the inherent right of all peoples to enjoy and utilize fully and freely their natural wealth and resources.

PART V

Article 26

1. The present Covenant is open for signature by any State Member of the United Nations or member of any of its specialized agencies, by any State Party to the Statute of the International Court of Justice, and by any other State which has been invited by the General Assembly of the United Nations to become a party to the present Covenant.
2. The present Covenant is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.
3. The present Covenant shall be open to accession by any State referred to in paragraph 1 of this article.
4. Accession shall be effected by the deposit of an instrument of accession with the Secretary-General of the United Nations.
5. The Secretary-General of the United Nations shall inform all States which have signed the present Covenant

or acceded to it of the deposit of each instrument of ratification or accession.

Article 27

1. The present Covenant shall enter into force three months after the date of the deposit with the Secretary-General of the United Nations of the thirty-fifth instrument of ratification or instrument of accession.
2. For each State ratifying the present Covenant or acceding to it after the deposit of the thirty-fifth instrument of ratification or instrument of accession, the present Covenant shall enter into force three months after the date of the deposit of its own instrument of ratification or instrument of accession.

Article 28

The provisions of the present Covenant shall extend to all parts of federal States without any limitations or exceptions.

Article 29

1. Any State Party to the present Covenant may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate any proposed amendments to the States Parties to the present Covenant with a request that they notify him whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that at least one third of the States Parties favours such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of the States Parties present and voting at the conference shall be submitted to the General Assembly of the United Nations for approval.
2. Amendments shall come into force when they have been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of the States Parties to the present Covenant in accordance with their respective constitutional processes.
3. When amendments come into force they shall be binding on those States Parties which have accepted them, other States Parties still being bound by the provisions of the present Covenant and any earlier amendment which they have accepted.

Article 30

Irrespective of the notifications made under article 26, paragraph 5, the Secretary-General of the United Nations shall inform all States referred to in paragraph I of the same article of the following particulars:

- (a) Signatures, ratifications and accessions under article 26;
- (b) The date of the entry into force of the present Covenant under article 27 and the date of the entry into force of any amendments under article 29.

Article 31

1. The present Covenant, of which the Chinese, English, French, Russian and Spanish texts are equally

authentic, shall be deposited in the archives of the United Nations.

2. The Secretary-General of the United Nations shall transmit certified copies of the present Covenant to all States referred to in article 26.

International Covenant on Civil and Political Rights

Adopted and opened for signature, ratification and accession by General Assembly resolution 2200A (XXI) of 16 December 1966

entry into force 23 March 1976, in accordance with Article 49

Preamble

The States Parties to the present Covenant,

Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Recognizing that these rights derive from the inherent dignity of the human person,

Recognizing that, in accordance with the Universal Declaration of Human Rights, the ideal of free human beings enjoying civil and political freedom and freedom from fear and want can only be achieved if conditions are created whereby everyone may enjoy his civil and political rights, as well as his economic, social and cultural rights,

Considering the obligation of States under the Charter of the United Nations to promote universal respect for, and observance of, human rights and freedoms,

Realizing that the individual, having duties to other individuals and to the community to which he belongs, is under a responsibility to strive for the promotion and observance of the rights recognized in the present Covenant,

Agree upon the following articles:

PART I

Article 1

1. All peoples have the right of self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.

2. All peoples may, for their own ends, freely dispose of their natural wealth and resources without prejudice to any obligations arising out of international economic co-operation, based upon the principle of mutual benefit, and international law. In no case may a people be deprived of its own means of subsistence.

3. The States Parties to the present Covenant, including those having responsibility for the administration of Non-Self-Governing and Trust Territories, shall promote the realization of the right of self-determination, and shall respect that right, in conformity with the provisions of the Charter of the United Nations.

PART II

Article 2

1. Each State Party to the present Covenant undertakes to respect and to ensure to all individuals within its territory and subject to its jurisdiction the rights recognized in the present Covenant, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
2. Where not already provided for by existing legislative or other measures, each State Party to the present Covenant undertakes to take the necessary steps, in accordance with its constitutional processes and with the provisions of the present Covenant, to adopt such laws or other measures as may be necessary to give effect to the rights recognized in the present Covenant.
3. Each State Party to the present Covenant undertakes:
 - (a) To ensure that any person whose rights or freedoms as herein recognized are violated shall have an effective remedy, notwithstanding that the violation has been committed by persons acting in an official capacity;
 - (b) To ensure that any person claiming such a remedy shall have his right thereto determined by competent judicial, administrative or legislative authorities, or by any other competent authority provided for by the legal system of the State, and to develop the possibilities of judicial remedy;
 - (c) To ensure that the competent authorities shall enforce such remedies when granted.

Article 3

The States Parties to the present Covenant undertake to ensure the equal right of men and women to the enjoyment of all civil and political rights set forth in the present Covenant.

Article 4

1. In time of public emergency which threatens the life of the nation and the existence of which is officially proclaimed, the States Parties to the present Covenant may take measures derogating from their obligations under the present Covenant to the extent strictly required by the exigencies of the situation, provided that such measures are not inconsistent with their other obligations under international law and do not involve discrimination solely on the ground of race, colour, sex, language, religion or social origin.
2. No derogation from articles 6, 7, 8 (paragraphs 1 and 2), 11, 15, 16 and 18 may be made under this provision.
3. Any State Party to the present Covenant availing itself of the right of derogation shall immediately inform the other States Parties to the present Covenant, through the intermediary of the Secretary-General of the United Nations, of the provisions from which it has derogated and of the reasons by which it was actuated. A further communication shall be made, through the same intermediary, on the date on which it terminates such derogation.

Article 5

1. Nothing in the present Covenant may be interpreted as implying for any State, group or person any right to engage in any activity or perform any act aimed at the destruction of any of the rights and freedoms recognized herein or at their limitation to a greater extent than is provided for in the present Covenant.
2. There shall be no restriction upon or derogation from any of the fundamental human rights recognized or existing in any State Party to the present Covenant pursuant to law, conventions, regulations or custom on the pretext that the present Covenant does not recognize such rights or that it recognizes them to a lesser extent.

PART III

Article 6

1. Every human being has the inherent right to life. This right shall be protected by law. No one shall be arbitrarily deprived of his life.
2. In countries which have not abolished the death penalty, sentence of death may be imposed only for the most serious crimes in accordance with the law in force at the time of the commission of the crime and not contrary to the provisions of the present Covenant and to the Convention on the Prevention and Punishment of the Crime of Genocide. This penalty can only be carried out pursuant to a final judgement rendered by a competent court.
3. When deprivation of life constitutes the crime of genocide, it is understood that nothing in this article shall authorize any State Party to the present Covenant to derogate in any way from any obligation assumed under the provisions of the Convention on the Prevention and Punishment of the Crime of Genocide.
4. Anyone sentenced to death shall have the right to seek pardon or commutation of the sentence. Amnesty, pardon or commutation of the sentence of death may be granted in all cases.
5. Sentence of death shall not be imposed for crimes committed by persons below eighteen years of age and shall not be carried out on pregnant women.
6. Nothing in this article shall be invoked to delay or to prevent the abolition of capital punishment by any State Party to the present Covenant.

Article 7

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. In particular, no one shall be subjected without his free consent to medical or scientific experimentation.

Article 8

1. No one shall be held in slavery; slavery and the slave-trade in all their forms shall be prohibited.
2. No one shall be held in servitude.

3.

(a) No one shall be required to perform forced or compulsory labour;

(b) Paragraph 3 (a) shall not be held to preclude, in countries where imprisonment with hard labour may be imposed as a punishment for a crime, the performance of hard labour in pursuance of a sentence to such punishment by a competent court;

(c) For the purpose of this paragraph the term "forced or compulsory labour" shall not include:

(i) Any work or service, not referred to in subparagraph (b), normally required of a person who is under detention in consequence of a lawful order of a court, or of a person during conditional release from such detention;

(ii) Any service of a military character and, in countries where conscientious objection is recognized, any national service required by law of conscientious objectors;

(iii) Any service exacted in cases of emergency or calamity threatening the life or well-being of the community;

(iv) Any work or service which forms part of normal civil obligations.

Article 9

1. Everyone has the right to liberty and security of person. No one shall be subjected to arbitrary arrest or detention. No one shall be deprived of his liberty except on such grounds and in accordance with such procedure as are established by law.

2. Anyone who is arrested shall be informed, at the time of arrest, of the reasons for his arrest and shall be promptly informed of any charges against him.

3. Anyone arrested or detained on a criminal charge shall be brought promptly before a judge or other officer authorized by law to exercise judicial power and shall be entitled to trial within a reasonable time or to release. It shall not be the general rule that persons awaiting trial shall be detained in custody, but release may be subject to guarantees to appear for trial, at any other stage of the judicial proceedings, and, should occasion arise, for execution of the judgement.

4. Anyone who is deprived of his liberty by arrest or detention shall be entitled to take proceedings before a court, in order that that court may decide without delay on the lawfulness of his detention and order his release if the detention is not lawful.

5. Anyone who has been the victim of unlawful arrest or detention shall have an enforceable right to compensation.

Article 10

1. All persons deprived of their liberty shall be treated with humanity and with respect for the inherent dignity of the human person.

2.

(a) Accused persons shall, save in exceptional circumstances, be segregated from convicted persons and shall be subject to separate treatment appropriate to their status as unconvicted persons;

(b) Accused juvenile persons shall be separated from adults and brought as speedily as possible for adjudication.

3. The penitentiary system shall comprise treatment of prisoners the essential aim of which shall be their reformation and social rehabilitation. Juvenile offenders shall be segregated from adults and be accorded treatment appropriate to their age and legal status.

Article 11

No one shall be imprisoned merely on the ground of inability to fulfil a contractual obligation.

Article 12

1. Everyone lawfully within the territory of a State shall, within that territory, have the right to liberty of movement and freedom to choose his residence.

2. Everyone shall be free to leave any country, including his own.

3. The above-mentioned rights shall not be subject to any restrictions except those which are provided by law, are necessary to protect national security, public order (ordre public), public health or morals or the rights and freedoms of others, and are consistent with the other rights recognized in the present Covenant.

4. No one shall be arbitrarily deprived of the right to enter his own country.

Article 13

An alien lawfully in the territory of a State Party to the present Covenant may be expelled therefrom only in pursuance of a decision reached in accordance with law and shall, except where compelling reasons of national security otherwise require, be allowed to submit the reasons against his expulsion and to have his case reviewed by, and be represented for the purpose before, the competent authority or a person or persons especially designated by the competent authority.

Article 14

1. All persons shall be equal before the courts and tribunals. In the determination of any criminal charge against him, or of his rights and obligations in a suit at law, everyone shall be entitled to a fair and public hearing by a competent, independent and impartial tribunal established by law. The press and the public may be excluded from all or part of a trial for reasons of morals, public order (ordre public) or national security in a democratic society, or when the interest of the private lives of the parties so requires, or to the extent strictly necessary in the opinion of the court in special circumstances where publicity would prejudice the interests of justice; but any judgement rendered in a criminal case or in a suit at law shall be made public except where the interest of juvenile persons otherwise requires or the proceedings concern matrimonial disputes or the guardianship of children.

2. Everyone charged with a criminal offence shall have the right to be presumed innocent until proved guilty according to law.

3. In the determination of any criminal charge against him, everyone shall be entitled to the following minimum guarantees, in full equality: (a) To be informed promptly and in detail in a language which he understands of the nature and cause of the charge against him;

(b) To have adequate time and facilities for the preparation of his defence and to communicate with counsel of his own choosing;

(c) To be tried without undue delay;

(d) To be tried in his presence, and to defend himself in person or through legal assistance of his own choosing; to be informed, if he does not have legal assistance, of this right; and to have legal assistance assigned to him, in any case where the interests of justice so require, and without payment by him in any such case if he does not have sufficient means to pay for it;

(e) To examine, or have examined, the witnesses against him and to obtain the attendance and examination of witnesses on his behalf under the same conditions as witnesses against him;

(f) To have the free assistance of an interpreter if he cannot understand or speak the language used in court;

(g) Not to be compelled to testify against himself or to confess guilt.

4. In the case of juvenile persons, the procedure shall be such as will take account of their age and the desirability of promoting their rehabilitation.

5. Everyone convicted of a crime shall have the right to his conviction and sentence being reviewed by a higher tribunal according to law.

6. When a person has by a final decision been convicted of a criminal offence and when subsequently his conviction has been reversed or he has been pardoned on the ground that a new or newly discovered fact shows conclusively that there has been a miscarriage of justice, the person who has suffered punishment as a result of such conviction shall be compensated according to law, unless it is proved that the non-disclosure of the unknown fact in time is wholly or partly attributable to him.

7. No one shall be liable to be tried or punished again for an offence for which he has already been finally convicted or acquitted in accordance with the law and penal procedure of each country.

Article 15

1. No one shall be held guilty of any criminal offence on account of any act or omission which did not constitute a criminal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time when the criminal offence was committed. If, subsequent to the commission of the offence, provision is made by law for the imposition of the lighter penalty, the offender shall benefit thereby.

2. Nothing in this article shall prejudice the trial and punishment of any person for any act or omission which, at the time when it was committed, was criminal according to the general principles of law recognized by the community of nations.

Article 16

Everyone shall have the right to recognition everywhere as a person before the law.

Article 17

1. No one shall be subjected to arbitrary or unlawful interference with his privacy, family, home or correspondence, nor to unlawful attacks on his honour and reputation.
2. Everyone has the right to the protection of the law against such interference or attacks.

Article 18

1. Everyone shall have the right to freedom of thought, conscience and religion. This right shall include freedom to have or to adopt a religion or belief of his choice, and freedom, either individually or in community with others and in public or private, to manifest his religion or belief in worship, observance, practice and teaching.
2. No one shall be subject to coercion which would impair his freedom to have or to adopt a religion or belief of his choice.
3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health, or morals or the fundamental rights and freedoms of others.
4. The States Parties to the present Covenant undertake to have respect for the liberty of parents and, when applicable, legal guardians to ensure the religious and moral education of their children in conformity with their own convictions.

Article 19

1. Everyone shall have the right to hold opinions without interference.
2. Everyone shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of his choice.
3. The exercise of the rights provided for in paragraph 2 of this article carries with it special duties and responsibilities. It may therefore be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
 - (a) For respect of the rights or reputations of others;
 - (b) For the protection of national security or of public order (ordre public), or of public health or morals.

Article 20

1. Any propaganda for war shall be prohibited by law.
2. Any advocacy of national, racial or religious hatred that constitutes incitement to discrimination, hostility or violence shall be prohibited by law.

Article 21

The right of peaceful assembly shall be recognized. No restrictions may be placed on the exercise of this right other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (ordre public), the protection of public health or morals or the protection of the rights and freedoms of others.

Article 22

1. Everyone shall have the right to freedom of association with others, including the right to form and join trade unions for the protection of his interests.
2. No restrictions may be placed on the exercise of this right other than those which are prescribed by law and which are necessary in a democratic society in the interests of national security or public safety, public order (ordre public), the protection of public health or morals or the protection of the rights and freedoms of others. This article shall not prevent the imposition of lawful restrictions on members of the armed forces and of the police in their exercise of this right.
3. Nothing in this article shall authorize States Parties to the International Labour Organisation Convention of 1948 concerning Freedom of Association and Protection of the Right to Organize to take legislative measures which would prejudice, or to apply the law in such a manner as to prejudice, the guarantees provided for in that Convention.

Article 23

1. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.
2. The right of men and women of marriageable age to marry and to found a family shall be recognized.
3. No marriage shall be entered into without the free and full consent of the intending spouses.
4. States Parties to the present Covenant shall take appropriate steps to ensure equality of rights and responsibilities of spouses as to marriage, during marriage and at its dissolution. In the case of dissolution, provision shall be made for the necessary protection of any children.

Article 24

1. Every child shall have, without any discrimination as to race, colour, sex, language, religion, national or social origin, property or birth, the right to such measures of protection as are required by his status as a minor, on the part of his family, society and the State.

2. Every child shall be registered immediately after birth and shall have a name.

3. Every child has the right to acquire a nationality.

Article 25

Every citizen shall have the right and the opportunity, without any of the distinctions mentioned in article 2 and without unreasonable restrictions:

(a) To take part in the conduct of public affairs, directly or through freely chosen representatives;

(b) To vote and to be elected at genuine periodic elections which shall be by universal and equal suffrage and shall be held by secret ballot, guaranteeing the free expression of the will of the electors;

(c) To have access, on general terms of equality, to public service in his country.

Article 26

All persons are equal before the law and are entitled without any discrimination to the equal protection of the law. In this respect, the law shall prohibit any discrimination and guarantee to all persons equal and effective protection against discrimination on any ground such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Article 27

In those States in which ethnic, religious or linguistic minorities exist, persons belonging to such minorities shall not be denied the right, in community with the other members of their group, to enjoy their own culture, to profess and practise their own religion, or to use their own language.

PART IV

Article 28

1. There shall be established a Human Rights Committee (hereafter referred to in the present Covenant as the Committee). It shall consist of eighteen members and shall carry out the functions hereinafter provided.

2. The Committee shall be composed of nationals of the States Parties to the present Covenant who shall be persons of high moral character and recognized competence in the field of human rights, consideration being given to the usefulness of the participation of some persons having legal experience.

3. The members of the Committee shall be elected and shall serve in their personal capacity.

Article 29

1. The members of the Committee shall be elected by secret ballot from a list of persons possessing the qualifications prescribed in article 28 and nominated for the purpose by the States Parties to the present

Covenant.

2. Each State Party to the present Covenant may nominate not more than two persons. These persons shall be nationals of the nominating State.

3. A person shall be eligible for renomination.

Article 30

1. The initial election shall be held no later than six months after the date of the entry into force of the present Covenant.

2. At least four months before the date of each election to the Committee, other than an election to fill a vacancy declared in accordance with article 34, the Secretary-General of the United Nations shall address a written invitation to the States Parties to the present Covenant to submit their nominations for membership of the Committee within three months.

3. The Secretary-General of the United Nations shall prepare a list in alphabetical order of all the persons thus nominated, with an indication of the States Parties which have nominated them, and shall submit it to the States Parties to the present Covenant no later than one month before the date of each election.

4. Elections of the members of the Committee shall be held at a meeting of the States Parties to the present Covenant convened by the Secretary General of the United Nations at the Headquarters of the United Nations. At that meeting, for which two thirds of the States Parties to the present Covenant shall constitute a quorum, the persons elected to the Committee shall be those nominees who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.

Article 31

1. The Committee may not include more than one national of the same State.

2. In the election of the Committee, consideration shall be given to equitable geographical distribution of membership and to the representation of the different forms of civilization and of the principal legal systems.

Article 32

1. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election if renominated. However, the terms of nine of the members elected at the first election shall expire at the end of two years; immediately after the first election, the names of these nine members shall be chosen by lot by the Chairman of the meeting referred to in article 30, paragraph 4.

2. Elections at the expiry of office shall be held in accordance with the preceding articles of this part of the present Covenant.

Article 33

1. If, in the unanimous opinion of the other members, a member of the Committee has ceased to carry out his functions for any cause other than absence of a temporary character, the Chairman of the Committee shall

notify the Secretary-General of the United Nations, who shall then declare the seat of that member to be vacant.

2. In the event of the death or the resignation of a member of the Committee, the Chairman shall immediately notify the Secretary-General of the United Nations, who shall declare the seat vacant from the date of death or the date on which the resignation takes effect.

Article 34

1. When a vacancy is declared in accordance with article 33 and if the term of office of the member to be replaced does not expire within six months of the declaration of the vacancy, the Secretary-General of the United Nations shall notify each of the States Parties to the present Covenant, which may within two months submit nominations in accordance with article 29 for the purpose of filling the vacancy.

2. The Secretary-General of the United Nations shall prepare a list in alphabetical order of the persons thus nominated and shall submit it to the States Parties to the present Covenant. The election to fill the vacancy shall then take place in accordance with the relevant provisions of this part of the present Covenant.

3. A member of the Committee elected to fill a vacancy declared in accordance with article 33 shall hold office for the remainder of the term of the member who vacated the seat on the Committee under the provisions of that article.

Article 35

The members of the Committee shall, with the approval of the General Assembly of the United Nations, receive emoluments from United Nations resources on such terms and conditions as the General Assembly may decide, having regard to the importance of the Committee's responsibilities.

Article 36

The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Covenant.

Article 37

1. The Secretary-General of the United Nations shall convene the initial meeting of the Committee at the Headquarters of the United Nations.

2. After its initial meeting, the Committee shall meet at such times as shall be provided in its rules of procedure.

3. The Committee shall normally meet at the Headquarters of the United Nations or at the United Nations Office at Geneva.

Article 38

Every member of the Committee shall, before taking up his duties, make a solemn declaration in open

committee that he will perform his functions impartially and conscientiously.

Article 39

1. The Committee shall elect its officers for a term of two years. They may be re-elected.
2. The Committee shall establish its own rules of procedure, but these rules shall provide, inter alia, that:
 - (a) Twelve members shall constitute a quorum;
 - (b) Decisions of the Committee shall be made by a majority vote of the members present.

Article 40

1. The States Parties to the present Covenant undertake to submit reports on the measures they have adopted which give effect to the rights recognized herein and on the progress made in the enjoyment of those rights:
 - (a) Within one year of the entry into force of the present Covenant for the States Parties concerned;
 - (b) Thereafter whenever the Committee so requests.
2. All reports shall be submitted to the Secretary-General of the United Nations, who shall transmit them to the Committee for consideration. Reports shall indicate the factors and difficulties, if any, affecting the implementation of the present Covenant.
3. The Secretary-General of the United Nations may, after consultation with the Committee, transmit to the specialized agencies concerned copies of such parts of the reports as may fall within their field of competence.
4. The Committee shall study the reports submitted by the States Parties to the present Covenant. It shall transmit its reports, and such general comments as it may consider appropriate, to the States Parties. The Committee may also transmit to the Economic and Social Council these comments along with the copies of the reports it has received from States Parties to the present Covenant.
5. The States Parties to the present Covenant may submit to the Committee observations on any comments that may be made in accordance with paragraph 4 of this article.

Article 41

1. A State Party to the present Covenant may at any time declare under this article that it recognizes the competence of the Committee to receive and consider communications to the effect that a State Party claims that another State Party is not fulfilling its obligations under the present Covenant. Communications under this article may be received and considered only if submitted by a State Party which has made a declaration recognizing in regard to itself the competence of the Committee. No communication shall be received by the Committee if it concerns a State Party which has not made such a declaration. Communications received under this article shall be dealt with in accordance with the following procedure:
 - (a) If a State Party to the present Covenant considers that another State Party is not giving effect to the provisions of the present Covenant, it may, by written communication, bring the matter to the attention of that State Party. Within three months after the receipt of the communication the receiving State shall afford

the State which sent the communication an explanation, or any other statement in writing clarifying the matter which should include, to the extent possible and pertinent, reference to domestic procedures and remedies taken, pending, or available in the matter;

(b) If the matter is not adjusted to the satisfaction of both States Parties concerned within six months after the receipt by the receiving State of the initial communication, either State shall have the right to refer the matter to the Committee, by notice given to the Committee and to the other State;

(c) The Committee shall deal with a matter referred to it only after it has ascertained that all available domestic remedies have been invoked and exhausted in the matter, in conformity with the generally recognized principles of international law. This shall not be the rule where the application of the remedies is unreasonably prolonged;

(d) The Committee shall hold closed meetings when examining communications under this article;

(e) Subject to the provisions of subparagraph (c), the Committee shall make available its good offices to the States Parties concerned with a view to a friendly solution of the matter on the basis of respect for human rights and fundamental freedoms as recognized in the present Covenant;

(f) In any matter referred to it, the Committee may call upon the States Parties concerned, referred to in subparagraph (b), to supply any relevant information;

(g) The States Parties concerned, referred to in subparagraph (b), shall have the right to be represented when the matter is being considered in the Committee and to make submissions orally and/or in writing;

(h) The Committee shall, within twelve months after the date of receipt of notice under subparagraph (b), submit a report:

(i) If a solution within the terms of subparagraph (e) is reached, the Committee shall confine its report to a brief statement of the facts and of the solution reached;

(ii) If a solution within the terms of subparagraph (e) is not reached, the Committee shall confine its report to a brief statement of the facts; the written submissions and record of the oral submissions made by the States Parties concerned shall be attached to the report. In every matter, the report shall be communicated to the States Parties concerned.

2. The provisions of this article shall come into force when ten States Parties to the present Covenant have made declarations under paragraph 1 of this article. Such declarations shall be deposited by the States Parties with the Secretary-General of the United Nations, who shall transmit copies thereof to the other States Parties. A declaration may be withdrawn at any time by notification to the Secretary-General. Such a withdrawal shall not prejudice the consideration of any matter which is the subject of a communication already transmitted under this article; no further communication by any State Party shall be received after the notification of withdrawal of the declaration has been received by the Secretary-General, unless the State Party concerned has made a new declaration.

Article 42

1.

(a) If a matter referred to the Committee in accordance with article 41 is not resolved to the satisfaction of the States Parties concerned, the Committee may, with the prior consent of the States Parties concerned, appoint an ad hoc Conciliation Commission (hereinafter referred to as the Commission). The good offices of the Commission shall be made available to the States Parties concerned with a view to an amicable solution of the matter on the basis of respect for the present Covenant;

(b) The Commission shall consist of five persons acceptable to the States Parties concerned. If the States Parties concerned fail to reach agreement within three months on all or part of the composition of the Commission, the members of the Commission concerning whom no agreement has been reached shall be elected by secret ballot by a two-thirds majority vote of the Committee from among its members.

2. The members of the Commission shall serve in their personal capacity. They shall not be nationals of the States Parties concerned, or of a State not Party to the present Covenant, or of a State Party which has not made a declaration under article 41.

3. The Commission shall elect its own Chairman and adopt its own rules of procedure.

4. The meetings of the Commission shall normally be held at the Headquarters of the United Nations or at the United Nations Office at Geneva. However, they may be held at such other convenient places as the Commission may determine in consultation with the Secretary-General of the United Nations and the States Parties concerned.

5. The secretariat provided in accordance with article 36 shall also service the commissions appointed under this article.

6. The information received and collated by the Committee shall be made available to the Commission and the Commission may call upon the States Parties concerned to supply any other relevant information.

7. When the Commission has fully considered the matter, but in any event not later than twelve months after having been seized of the matter, it shall submit to the Chairman of the Committee a report for communication to the States Parties concerned:

(a) If the Commission is unable to complete its consideration of the matter within twelve months, it shall confine its report to a brief statement of the status of its consideration of the matter;

(b) If an amicable solution to the matter on the basis of respect for human rights as recognized in the present Covenant is reached, the Commission shall confine its report to a brief statement of the facts and of the solution reached;

(c) If a solution within the terms of subparagraph (b) is not reached, the Commission's report shall embody its findings on all questions of fact relevant to the issues between the States Parties concerned, and its views on the possibilities of an amicable solution of the matter. This report shall also contain the written submissions and a record of the oral submissions made by the States Parties concerned;

(d) If the Commission's report is submitted under subparagraph (c), the States Parties concerned shall, within three months of the receipt of the report, notify the Chairman of the Committee whether or not they accept the contents of the report of the Commission.

8. The provisions of this article are without prejudice to the responsibilities of the Committee under article 41.

9. The States Parties concerned shall share equally all the expenses of the members of the Commission in accordance with estimates to be provided by the Secretary-General of the United Nations.

10. The Secretary-General of the United Nations shall be empowered to pay the expenses of the members of the Commission, if necessary, before reimbursement by the States Parties concerned, in accordance with paragraph 9 of this article.

Article 43

The members of the Committee, and of the ad hoc conciliation commissions which may be appointed under article 42, shall be entitled to the facilities, privileges and immunities of experts on mission for the United Nations as laid down in the relevant sections of the Convention on the Privileges and Immunities of the United Nations.

Article 44

The provisions for the implementation of the present Covenant shall apply without prejudice to the procedures prescribed in the field of human rights by or under the constituent instruments and the conventions of the United Nations and of the specialized agencies and shall not prevent the States Parties to the present Covenant from having recourse to other procedures for settling a dispute in accordance with general or special international agreements in force between them.

Article 45

The Committee shall submit to the General Assembly of the United Nations, through the Economic and Social Council, an annual report on its activities.

PART V

Article 46

Nothing in the present Covenant shall be interpreted as impairing the provisions of the Charter of the United Nations and of the constitutions of the specialized agencies which define the respective responsibilities of the various organs of the United Nations and of the specialized agencies in regard to the matters dealt with in the present Covenant.

Article 47

Nothing in the present Covenant shall be interpreted as impairing the inherent right of all peoples to enjoy and utilize fully and freely their natural wealth and resources.

PART VI

Article 48

1. The present Covenant is open for signature by any State Member of the United Nations or member of any of its specialized agencies, by any State Party to the Statute of the International Court of Justice, and by any other State which has been invited by the General Assembly of the United Nations to become a Party to the present Covenant.
2. The present Covenant is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.
3. The present Covenant shall be open to accession by any State referred to in paragraph 1 of this article.
4. Accession shall be effected by the deposit of an instrument of accession with the Secretary-General of the United Nations.
5. The Secretary-General of the United Nations shall inform all States which have signed this Covenant or acceded to it of the deposit of each instrument of ratification or accession.

Article 49

1. The present Covenant shall enter into force three months after the date of the deposit with the Secretary-General of the United Nations of the thirty-fifth instrument of ratification or instrument of accession.
2. For each State ratifying the present Covenant or acceding to it after the deposit of the thirty-fifth instrument of ratification or instrument of accession, the present Covenant shall enter into force three months after the date of the deposit of its own instrument of ratification or instrument of accession.

Article 50

The provisions of the present Covenant shall extend to all parts of federal States without any limitations or exceptions.

Article 51

1. Any State Party to the present Covenant may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General of the United Nations shall thereupon communicate any proposed amendments to the States Parties to the present Covenant with a request that they notify him whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that at least one third of the States Parties favours such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of the States Parties present and voting at the conference shall be submitted to the General Assembly of the United Nations for approval.
2. Amendments shall come into force when they have been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of the States Parties to the present Covenant in accordance with their respective constitutional processes. 3. When amendments come into force, they shall be binding on those States Parties which have accepted them, other States Parties still being bound by the provisions of the present Covenant and any earlier amendment which they have accepted.

Article 52

1. Irrespective of the notifications made under article 48, paragraph 5, the Secretary-General of the United Nations shall inform all States referred to in paragraph I of the same article of the following particulars:

(a) Signatures, ratifications and accessions under article 48;

(b) The date of the entry into force of the present Covenant under article 49 and the date of the entry into force of any amendments under article 51.

Article 53

1. The present Covenant, of which the Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited in the archives of the United Nations.

2. The Secretary-General of the United Nations shall transmit certified copies of the present Covenant to all States referred to in article 48.

Examining Human Rights Legislation: Questions

1. What is the main focus of this piece of legislation?

2. When was it written?

3. Do you know of any historical reason for the creation of this document?

4. What are three important articles within this document?

a.

b.

c.

5. Are there articles that are not yet fully implemented worldwide?

6. Why do you think that this is an important piece of legislation?

7. List three words that you don't know or are unclear about in this document and find their definitions in the dictionary.

a. _____:

b. _____:

c. _____:

Making Your Human Rights Awareness Poster

The development of global human rights has been a major focus of the United Nations since its inception. A number of different conventions and covenants document the establishment of these rights, and it is through an examination of these documents that students will learn about this global progress. You have already conducted a thorough examination of one of these documents and heard your classmates' summaries of other major human rights documents. Now you will use this information to create a representation of your own.



Assume the role of a publicist working for an international human rights advocacy group. Your job is to raise awareness about the real-world applications of the legislation we have been covering. As such, you will

1. Begin by choosing a piece of human rights legislation to work with. It can be any one of the 9 documents studied in class.
2. Research this document and its applications. Find an event or country in which:
 - a. The provisions in this document have been successfully implemented.

OR

- b. The provisions in this document have been neglected or broken.
- 3. You must now create a poster that tells the world about how this event or country has succeeded or failed to follow the outlines given by your chosen piece of legislation. Remember to include:
 - a. The name of the document you are referencing.
 - b. The pertinent articles that were well-implemented or neglected.
 - c. A brief summary of the event that you are referring to.
- 4. Don't forget that your poster should also be visually appealing and Politically correct: you want to raise public awareness without offending the countries involved!

Your Posters will all be included in a gallery walk where you and your peers will be given the opportunity to comment on each others' work as well as learn about the different events, countries, and legislation involved.



Gallery Walk Feedback Form

Student:

Piece of Legislation:

Event/country involved:

One thing you really liked ore one thing that particularly struck you about this poster:

One suggestion you might make to this student about their poster:



Gallery Walk Feedback Form

Student:

Piece of Legislation:

Event/country involved:

One thing you really liked ore one thing that particularly struck you about this poster:

One suggestion you might make to this student about their poster:

Activity 5 – Ideologies: Where Do You Stand?

Tom Osborne

Time: 225 minutes

Description

This three-part activity allows students to gain a holistic knowledge and understanding of some of the major ideologies that defined much of the 20th century. Through various interactive strategies including a Jigsaw group discussion and an ‘All Candidates’ debate designed to appeal to auditory, visual and kinesthetic learners, students will have an opportunity to meaningfully and productively engage with the material. As the final cumulating task for this activity, students will write a short essay creating their own ideology imagining they are the leader of a small island nation. The use and evaluation of primary sources, writing in perspective and debating skills will help facilitate the skills needed for the unit’s culminating activity.

Strands: Citizenship and Heritage; Social, Economic, and Political Structures; Methods of Historical Inquiry and Communication

Learning Expectations

Overall Expectations:

CHV.01 – demonstrate an understanding of key Western beliefs, philosophies, and ideologies that have shaped the West and the rest of the world since the sixteenth century; (E)

SEV.03 – describe key developments and innovations in political organization in the West and the rest of the world since the sixteenth century; (E)

HIV.02 – critically analyse historical evidence, events, and interpretations; (E)

HIV.03 – communicate opinions and ideas based on effective research clearly and concisely; (E)

Specific Expectations:

CH1.01 – describe the main tenets of key modern beliefs and philosophies and explain how they have shaped Western thought (e.g., the Reformation and Calvinism, rationalism and empiricism, romanticism, various forms of socialism, Darwinism, Marxist-Leninism, Fascism and Nazism, liberal democracy); (E)

CH1.02 – assess the impact of modern Western thought on economic, social, and political developments in the West (e.g., the development of mercantile and laissez-faire economies, national identification and the rise of the sovereign nation-state system, socialism and labour movements, humanism and the concept of positive progress, the spread of popular democracy); (I)

SE3.03 – compare the various political opinions that are understood to constitute the “political spectrum”, taking into account the ideological positions and political methods associated with them (e.g., communism, socialism, liberalism, conservatism, fascism); (I)

HI2.04 – draw conclusions based on effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations; (E)

HI2.05 – demonstrate an ability to develop a cogent thesis substantiated by effective research. (E)

HI3.01 – communicate effectively, using a variety of styles and forms (e.g., essays, debates, role playing, group presentations); (E)

HI3.03 – express opinions and conclusions clearly, articulately, and in a manner that respects the opinions of others. (I)

Planning Notes

- Check IEPs for identified students and suggested accommodations.
- Ensure there is a computer with an internet connection and a projector.
- Photocopy four different primary document appendices pertaining to the different ideologies (one per each group.) Also have enough copies of the Ideologies: Primary Document Worksheet for every student.
- Have chart paper and markers for students to create Spider Graphic Organizers.
- Plan student debating groups ensuring the students will work well together.
- Have enough copies of the Academic Controversy Recording Sheet and the Team Assessment for every student.
- Ensure you have enough copies of the ‘You Rule’ assignment (appendix 5.1.4) and rubric (appendix 5.2.4)

Prior Knowledge Required

- Students should have some comparative knowledge of ideologies (i.e., Reformation and Calvinism, rationalism and empiricism, romanticism, socialism and Darwinism.)
- Students should have some knowledge about the interwar period and the circumstances leading up to World War II.
- Experience analyzing various primary sources.
- Students should have been introduced to or participated in, cooperative learning activities such as Think-Pair-Share, etc....
- Students will have experience with the ‘Jigsaw’ method of study.
- Students should have skills in critical thinking.
- Some practice debating is an asset.

Teaching/Learning Strategies

1. Introduce the students to the concept of differing ideologies by playing a segment from a NOVA episode dealing with Charles Darwin vs. Intelligent Design debate. (<http://www.pbs.org/wgbh/nova/evolution/intelligent-design-trial.html>) The teacher will discuss with students the differences between the two ideologies and why/how people believe passionately in both.
2. Using the ‘Jigsaw’ method of study, the teacher will divide the class into groups of four. Then, s/he will explain to the students that these groups will be their ‘home’ groups. Each student in the home group will be assigned a different primary document to analyse (see Appendix 5.1.1, 5.2.1., 5.3.1, and 5.4.1).
3. Each student will also be assigned a textbook reading (Haberman, Arthur and Adrian Shubert. *The West and the World*. (Toronto: Gage Learning Corporation, 2002) to

accompany the primary source outlined in the appendices above. The student learning about Italian Fascism will be assigned textbook pages 349-351. The student learning about German Fascism will be assigned textbook pages 352-356. The student learning about Communism in the Soviet Union will be assigned textbook pages 345-349. The student learning about Democracy in the United States will be assigned textbook pages 359-363. Each group member will be responsible for presenting the most important themes and ideas in their assigned documents and textbook readings to the other students later in the activity.

4. After they have thoroughly read their documents and textbook pages and answered the questions on the 'Ideology Worksheet' (see Appendix 5.5.1), the students will then separate and discuss their opinions and findings with the other members of the class who were assigned the same document and textbook reading. In these 'expert' groups, students will share their understanding of the documents with each other and add any new information to their answers on the worksheet.
5. Students will then return to their 'home' groups and take turns presenting the key issues and ideas raised in the documents.
6. After each member has shared their 'expertise', the group will then draft a brief point form summary about Ideologies in the 20th century. Students could use a simple graphic organizer such as a Spider Map (see Appendix 5.6.1).
7. Prepare students to participate in an 'Academic Controversy' debate (see *Beyond Monet*, pp. 311-316). Divide students into groups of four and letter them off as either A's or B's. The A's sit on one side while the B's sit on the other. (It is most effective to number students A1, A2, B1 and B2 to ensure accountability and participation. Students on the A team can start the debate arguing for the PRO side while the B's will prepare for the CON side.
8. The teacher should then present the Academic Controversy to be debated. On the blackboard and/or overhead should be written: "Be it resolved that the most effective system of government to pull a country out of a depression or recession is fascist."
9. Allow students in their groups a short period of time to consult their notes from the previous class (Appendix 5.6.2) or the textbook *The West and the World* pp.349-363 to prepare their case.
10. The teacher will decide which students will begin the debate by calling out, for example, 'A1' and 'B2'. While the A side is presenting their arguments, the B team should be taking notes and demonstrating active listening skills. As soon as the A side has presented their arguments (roughly 60-90 seconds), the B side will present their CON side (again for 60-90 seconds) with the A side taking notes and again demonstrating active listening skills.
11. The A's and B's will again separate and plan their rebuttal for a couple of minutes. The people presenting the rebuttals will be the two students who didn't present the opening arguments who in this case is A2 and B1. Again, the rebuttals will last for 60-90 seconds.
12. Now, the students will switch sides and arguments so the A's will present the CON side while the B's will present the PRO side. This gives students the opportunity to argue in favour of the side they are most passionate about while allowing them to also critically analyse the topic/issue from different perspectives.

13. Following the arguments, students will engage in a 'Round Robin' discussion with each group member informing them where they stand on the issue.
14. Students will also be responsible for filling out the Academic Controversy Recording Sheet and a Team Assessment form (see Appendix 5.1.2 and 5.2.2).
15. As the culminating for this activity, students will be asked to write a short essay creating their own ideology imagining they are the leader of a small island nation (see Appendix 5.1.3 and Appendix 5.2.3). Their essay should be creative, articulate and, above all, based in what they have learned over the past two days.
16. Students will hand in their essay at the beginning of the next class.

Assessment/Evaluation Techniques

The teacher will be responsible for the assessment of the Academic Controversy recording sheets (*formative*), the team assessment forms (*formative*) and the final short essay (*summative*).

Accommodations

- Many of the primary documents can be challenging to read and comprehend. Shorted reading excerpts may be assigned to ESL and Special Education students, and reading for these students may also be given to them ahead of time.
- Several activities are included from *Think Literacy* such as the graphic organizers. Additional scaffolding for reading may be obtained from *Think Literacy* documents.
- Care should be taken in assigning groups (both for the Jigsaw and debating) so that students of different learning abilities and styles are paired and may assist one another.
- Textual sources may be enlarged to assist dyslexic or other Special Education students.
- Textbook reading may be set up in reading groups for learners with literacy difficulties.

Print Resources

Bennett, Barrie, and Carol Roheiser. *Beyond Monet: The Artful Science of Instructional Integration*. Toronto: Bookation Inc., 2006.

Evans, Richard J. *The Coming of the Third Reich*. New York: Penguin Books, 2004.

Finer, Herbert. *Mussolini's Italy*. New York: Universal, 1935.

Haberman, Arthur, and Adrian Shubert. *The West and the World: Contacts, Conflicts, Connections*. Toronto: Gage Learning Corporation, 2002.

Hamer, John. *History in the Making: Volume 5 – The Twentieth Century*. London: Macmillan Education, 1982.

Hitler, Adolf. *Mein Kampf*. Boston: Houghton Mifflin, 1943.

Kershaw, Ian. *Hitler. 1889-1936: Hubris*. New York: W.W. Norton & Company, 1998.

Kershaw, Ian. *The Nazi Dictatorship: Problems and Perspectives of Interpretation*. London: Edward Arnold, 1989.

Marx, Karl, and Friedrich Engels. *Manifesto of the Communist Party*. Chicago: Encyclopaedia Britannica Inc., 1971.

Mussolini, Benito. *Fascism: Doctrine and Institutions*. New York: Howard Fertig, 1935.

Newman, Garfield, Usha James, Jennifer Watt, Tom Cohen, and Michael Butler. *Legacy: The West and the World*. Toronto: McGraw-Hill Ryerson Limited, 2002.

Noakes, Jeremy, and Geoffrey Pridham, eds. *Nazism 1919-1945: A History in Documents and Eyewitness Accounts. Vol. 1: The Nazi Party, State and Society 1919-1939*. New York: Schocken Books, 1983.

Noakes, Jeremy, and Geoffrey Pridham, eds. *Nazism 1919-1945: A History in Documents and Eyewitness Accounts. Vol. 2: Foreign Policy, War and Racial Extermination*. New York: Schocken Books, 1988.

Quinlan, Don, Graham Draper, Pamela Perry-Globa, and Victor Zelinski. *Twentieth Century Viewpoints: An Interpretive History for the 21st Century*. Toronto: Oxford University Press, 2003.

Winks, Robin W., Crane Brinton, John B. Christopher, and Robert Lee Wolff. *A History of Civilization: Prehistory to the Present*. New Jersey: Prentice Hall, 1988.

Digital Resources

Hoover, Herbert. "State of the Union Address, Dec. 3, 1929." The Depression Papers of Herbert Hoover. Accessed January 29, 2011.
<http://hhpapers.org/paper19291203.html>

Lenin, Vladimir Ilyich. "Tenth Congress of the Bolshevik Party, March 8, 1921." Marxists Internet Archive. Accessed January 21, 2011.
<http://www.marxists.org/archive/lenin/works/1921/10thcong/ch01.htm>

Lenin, Vladimir Ilyich. *What is to be Done?* Marxists Internet Archive. Accessed January 28, 2011. <http://www.marxists.org/archive/lenin/works/1901/witbd>.

Mussolini, Benito. "Entry for the Italian Encyclopedia on the definition of Fascism" *Internet Modern History Sourcebook*. Accessed January 29, 2011. <http://www.fordham.edu/halsall/mod/mussolini-fascism.html>.

PBS: Nova. Accessed January 28, 2011. <http://www.pbs.org/wgbh/nova/evolution/intelligent-design-trial.html>.

Roosevelt, Franklin Delano. "First Inaugural Address, March 4, 1933" The American Presidency Project. Accessed January 21, 2011. <http://www.presidency.ucsb.edu/ws/index.php?pid=14473>.

Roosevelt, Franklin D. "Second Fireside Chat, May 7, 1933" The American Presidency Project. Accessed January 22, 2011. <http://www.presidency.ucsb.edu/ws/index.php?pid=14636>.

Appendices:

Appendix 5.1.1: Fascism in Italy

Appendix 5.2.1: Fascism/Nazism in Germany

Appendix 5.3.1: Communism (or Marxism-Leninism) in the Soviet Union

Appendix 5.4.1: Democracy in the U.S.

Appendix 5.5.1: Ideology Worksheet

Appendix 5.6.1: Ideologies of the 20th Century Individual Worksheet

Appendix 5.1.2: Academic Controversy: Recording Sheet

Appendix 5.2.2: Team Assessment

Appendix 5.1.3: You Rule Assignment

Appendix 5.2.3: You Rule Rubric

FASCISM IN ITALY

Originally a staunch and passionate socialist, Benito Mussolini vehemently opposed Italy's entry into World War I. He hated the monarchy and savagely attacked the crowned heads of Europe. In 1914, Mussolini underwent a sudden about face, now favouring relative neutrality. This meant socialists could support Italy's entry into the war if it was favourable for them. Expelled by the Socialist party, Mussolini founded the fascist party in 1919. As a fascist, he attacked all left-wing movements; he made his peace with the monarchy and the church; he became a militant nationalist, a mystic patriot and a militarist. A constant parliamentary deadlock brought Mussolini to power legally when King Victor Emmanuel III offered Mussolini the position of Prime Minister. Speaking in Naples in 1922, Mussolini recognized that at the heart of fascism, as at the heart of nationalism, lay a vital lie.

Mussolini: Speech at Naples on 24 October, 1922.

"We have created our myth. The myth is a faith, it is a passion. It is not necessary that it shall be a reality. It is a reality by the fact that it is a good, a hope, a faith, that it is courage. Our myth is the Nation, our myth is the greatness of the Nation! And to this myth, to the grandeur, that we wish to translate into a complete reality, we subordinate all the rest." Source: Finer, Herbert. *Mussolini's Italy*. (New York: Universal, 1935), p. 218.

Excerpts from *Fascism: Doctrine and Institutions*

Like all sound political conceptions, Fascism is action and it is thought; action in which doctrine is imminent, and doctrine arising from a given system of historical forces in which it is inserted, and working on them from within. It has therefore a form correlated to contingencies of time and space; but it has also an ideal content which makes it an expression of truth in the higher region of the history of thought.... To know men one must know man; and to know man one must be acquainted with reality and its laws. There can be no conception of the State which is not fundamentally a conception of life: philosophy or intuition, system of ideas evolving within the framework of logic or concentrated in a vision or a faith, but always, at least potentially, an organic conception of the world.

Thus many of the practical expressions of Fascism—such as party organization, system of education, discipline—can only be understood when considered in relation to its general attitude toward life.... A spiritual attitude. Fascism sees in the world not only those superficial, material aspects in which man appears as an individual, standing by himself, self-centered, subject to natural law which instinctively urges him toward a life of selfish momentary pleasure; it sees not only the individual but the nation and the country; individuals and generations bound together by a moral law, with common traditions and a mission which suppressing the instinct for life closed in a brief circle of pleasure, builds up a higher life, founded on duty, a life free from the limitations of time and space, in which the

individual, by self-sacrifice, the renunciation of self-interest, by death itself, can achieve that purely spiritual existence in which his value as a man consists.

The conception is therefore a spiritual one, arising from the general reaction of the century against the placid materialistic positivism of the XIXth century....

In the Fascist conception of history, man is man only by virtue of the spiritual process to which he contributes as a member of the family, the social group, the nation, and in function of history to which all nations bring their contribution.... Outside history man is a nonentity. Fascism is therefore opposed to all individualistic abstractions based on eighteenth century materialism; and it is opposed to all Jacobinistic utopias and innovations....

Anti-individualistic, the Fascist conception of life stresses the importance of the State and accepts the individual only in so far as his interests coincide with those of the State, which stands for the conscience and the universal will of man as a historic entity. It is opposed to classical liberalism which arose as a reaction to absolutism and exhausted its historical function when the State became the expression of the conscience and will of the people. Liberalism denied the State in the name of the individual; Fascism reasserts the rights of the State as expressing the real essence of the individual. And if liberty is to be the attribute of living men and not of abstract dummies invented by individualistic liberalism, then Fascism stands for liberty, and for the only liberty worth having, the liberty of the State and of the individual within the State. The Fascist conception of the State is all-embracing; outside of it no human or spiritual values can exist, much less have value. Thus understood, Fascism is totalitarian, and the Fascist State—a synthesis and a unit inclusive of all values—interprets, develops, and potentiates the whole life of a people....

Source: Mussolini, Benito. *Fascism: Doctrine and Institutions*. (New York: Howard Fertig, 1935), 7-11.

Mussolini's entry on Fascism for the Italian Encyclopedia

Fascism, the more it considers and observes the future and the development of humanity quite apart from political considerations of the moment, believes neither in the possibility nor the utility of perpetual peace. It thus repudiates the doctrine of Pacifism – born of a renunciation of the struggle and an act of cowardice in the face of sacrifice. War alone brings up to its highest tension all human energy and puts the stamp of nobility upon the peoples who have courage to meet it. All other trials are substitutes, which never really put men into the position where they have to make the great decision – the alternative of life or death....

...The Fascist accepts life and loves it, knowing nothing of and despising suicide: he rather conceives of life as duty and struggle and conquest, but above all for others – those who are at hand and those who are far distant, contemporaries, and those who will come after...

...Fascism [is] the complete opposite of...Marxian Socialism, the materialist conception of history of human civilization can be explained simply through the conflict of interests among the various social groups and by the change and development in the means and instruments of production.... Fascism, now and always, believes in holiness and in heroism; that is to say, in actions influenced by no economic motive, direct or indirect. And if the economic conception of history be denied, according to which theory men are no more than puppets, carried to and fro by the waves of chance, while the real directing forces are quite out of their control, it follows that the existence of an unchangeable and unchanging class-war is also denied – the natural progeny of the economic conception of history. And above all Fascism denies that class-war can be the preponderant force in the transformation of society....

After Socialism, Fascism combats the whole complex system of democratic ideology, and repudiates it, whether in its theoretical premises or in its practical application. Fascism denies that the majority, by the simple fact that it is a majority, can direct human society; it denies that numbers alone can govern by means of a periodical consultation, and it affirms the immutable, beneficial, and fruitful inequality of mankind, which can never be permanently leveled through the mere operation of a mechanical process such as universal suffrage....

...Fascism denies, in democracy, the absur[d] conventional untruth of political equality dressed out in the garb of collective irresponsibility, and the myth of “happiness” and indefinite progress....

...even that the nineteenth century was the century of Socialism, of Liberalism, and of Democracy, it does not necessarily follow that the twentieth century must also be a century of Socialism, Liberalism and Democracy: political doctrines pass, but humanity remains, and it may rather be expected that this will be a century of authority...a century of Fascism. For if the nineteenth century was a century of individualism it may be expected that this will be the century of collectivism and hence the century of the State....

The foundation of Fascism is the conception of the State, its character, its duty, and its aim. Fascism conceives of the State as an absolute, in comparison with which all individuals or groups are relative, only to be conceived of in their relation to the State. The conception of the Liberal State is not that of a directing force, guiding the play and development, both material and spiritual, of a collective body, but merely a force limited to the function of recording results: on the other hand, the Fascist State is itself conscious and has itself a will and a personality – thus it may be called the “ethic” State....

...The Fascist State organizes the nation, but leaves a sufficient margin of liberty to the individual; the latter is deprived of all useless and possibly harmful freedom, but retains what is essential; the deciding power in this question cannot be the individual, but the State alone....

...For Fascism, the growth of empire, that is to say the expansion of the nation, is an essential manifestation of vitality, and its opposite a sign of decadence. Peoples which are

rising, or rising again after a period of decadence, are always imperialist; and renunciation is a sign of decay and of death. Fascism is the doctrine best adapted to represent the tendencies and the aspirations of a people, like the people of Italy, who are rising again after many centuries of abasement and foreign servitude. But empire demands discipline, the coordination of all forces and a deeply felt sense of duty and sacrifice: this fact explains many aspects of the practical working of the regime, the character of many forces in the State, and the necessarily severe measures which must be taken against those who would oppose this spontaneous and inevitable movement of Italy in the twentieth century, and would oppose it by recalling the outworn ideology of the nineteenth century – repudiated wheresoever there has been the courage to undertake great experiments of social and political transformation; for never before has the nation stood more in need of authority, of direction and order. If every age has its own characteristic doctrine, there are a thousand signs which point to Fascism as the characteristic doctrine of our time. For if a doctrine must be a living thing, this is proved by the fact that Fascism has created a living faith; and that this faith is very powerful in the minds of men is demonstrated by those who have suffered and died for it.

Source: Mussolini, Benito. "What is Fascism?" Internet Modern History Sourcebook.
<http://www.fordham.edu/halsall/mod/mussolini-fascism.html>.

FASCISM/NAZISM IN GERMANY

The NSDAP (Nationalsozialistische Deutsche Arbeiterpartei) or Nazi Party had its roots in the DAP (Deutsche Arbeiterpartei) which was founded by Anton Drexler, Gottfried Feder and Dietrich Eckart in early 1919. Working for the Press and Propaganda section in the Bavarian section of the Army, Adolf Hitler was assigned to spy on the organization. Persuaded to join the party due to his oratorical skills and similar views, Hitler was the 55th official member of the DAP. The Party programme, created primarily by Hitler and Drexler, was presented publically on 24 February, 1920.

25 Point Programme of the German Workers Party

The Programme of the German Workers' Party is designed to be of limited duration. The leaders have no intention, once the aims announced in it have been achieved, of establishing fresh ones, merely in order to increase, artificially, the discontent of the masses and so ensure the continued existence of the Party.

1. We demand the union of all Germany in a Greater Germany on the basis of the right of national self-determination.
2. We demand equality of rights for the German people in its dealings with other nations, and the revocation of the peace treaties of Versailles and Saint-Germain.
3. We demand land and territory (colonies) to feed our people and to settle our surplus population.
4. Only members of the nation may be citizens of the State. Only those of German blood, whatever be their creed, may be members of the nation. Accordingly, no Jew may be a member of the nation.
5. Non-citizens may live in Germany only as guests and must be subject to laws for aliens.
6. The right to vote on the State's government and legislation shall be enjoyed by the citizens of the State alone. We demand therefore that all official appointments, of whatever kind, whether in the Reich, in the states or in the smaller localities, shall be held by none but citizens.

We oppose the corrupting parliamentary custom of filling posts merely in accordance with party considerations, and without reference to character or abilities.

7. We demand that the State shall make it its primary duty to provide a livelihood for its citizens. If it should prove impossible to feed the entire population, foreign nationals (non-citizens) must be deported from the Reich.
8. All non-German immigration must be prevented. We demand that all non-Germans who entered Germany after 2 August 1914 shall be required to leave the Reich forthwith.
9. All citizens shall have equal rights and duties.
10. It must be the first duty of every citizen to perform physical or mental work. The activities of the individual must not clash with the general interest, but must proceed within the framework of the community and be for the general good.

We demand therefore:

11. The abolition of incomes unearned by work.

The breaking of the slavery of interest

12. In view of the enormous sacrifices of life and property demanded of a nation by any war, personal enrichment from war must be regarded as a crime against the nation. We demand therefore the ruthless confiscation of all war profits.
13. We demand the nationalization of all businesses which have been formed into corporations (trusts).
14. We demand profit-sharing in large industrial enterprises.
15. We demand the extensive development of insurance for old age.
16. We demand the creation and maintenance of a healthy middle class, the immediate communalizing of big department stores, and their lease at a cheap rate to small traders, and that the utmost consideration shall be shown to all small traders in the placing of State and municipality orders.
17. We demand a land reform suitable to our national requirements, the passing of a law for the expropriation of land for communal purposes without compensation; the abolition of ground rent, and the prohibition of all speculation in land. *
18. We demand the ruthless prosecution of those whose activities are injurious to the common interest. Common criminals, usurers, profiteers, etc., must be punished with death, whatever their creed or race.
19. We demand that Roman Law, which serves a materialistic world order, be replaced by a German common law.
20. The State must consider a thorough reconstruction of our national system of education (with the aim of opening up to every able and hard-working German the possibility of higher education and of thus obtaining advancement). The curricula of all educational establishments must be brought into line with the requirements of practical life. The aim of the school must be to give the pupil, beginning with the first sign of intelligence, a grasp of the nation of the State (through the study of civic affairs). We demand the education of gifted children of poor parents, whatever their class or occupation, at the expense of the State.
21. The State must ensure that the nation's health standards are raised by protecting mothers and infants, by prohibiting child labor, by promoting physical strength through legislation providing for compulsory gymnastics and sports, and by the extensive support of clubs engaged in the physical training of youth.
22. We demand the abolition of the mercenary army and the foundation of a people's army.
23. We demand legal warfare on deliberate political mendacity and its dissemination in the press. To facilitate the creation of a German national press we demand:
- (a) that all editors of, and contributors to newspapers appearing in the German language must be members of the nation;
 - b) that no non-German newspapers may appear without the express permission of the State. They must not be printed in the German language;
- I that non-Germans shall be prohibited by law from participating financially in or influencing German newspapers, and that the penalty for contravening such a law shall be the suppression of any such newspaper, and the immediate deportation of the non-Germans involved.
- The publishing of papers which are not conducive to the national welfare must be forbidden. We demand the legal prosecution of all those tendencies in art and literature which corrupt our national life, and the suppression of cultural events which violate this demand.

24. We demand freedom for all religious denominations in the State, provided they do not threaten its existence not offend the moral feelings of the German race.

The Party, as such, stands for positive Christianity, but does not commit itself to any particular denomination. It combats the Jewish-materialistic spirit within and without us, and is convinced that our nation can achieve permanent health only from within on the basis of the principle: The common interest before self-interest.

25. To put the whole of this programme into effect, we demand the creation of a strong central state power for the Reich; the unconditional authority of the political central Parliament over the entire Reich and its organizations; and the formation of Corporations based on estate and occupation for the purpose of carrying out the general legislation passed by the Reich in the various German states.

The leaders of the Party promise to work ruthlessly – if need be to sacrifice their very lives – to translate this programme into action.

Source: Noakes, Jeremy, and Geoffrey Pridham, eds. *Nazism 1919-1945: A History in Documents and Eyewitness Accounts. Vol. 1: The Nazi Party, State and Society 1919-1939.* (New York: Schocken Books, 1983), 14-16.

The DAP also changed its name in February 1920 adding Nationalsozialistische emphasizing its attempt to combine both a nationalist and socialist appeal. Following the failed Beer Hall Putsch of 8-9 November 1923 when the Nazis used a patriotic rally to begin a revolution, Hitler and a number of other Nazi leaders were arrested and subsequently imprisoned. It was while in prison that Hitler wrote his semi-autobiographical political manifesto *Mein Kampf* further outlining Nazi ideology.

Excerpts from *Mein Kampf*

Foreign Policy:

“Germany has an annual increase in population of almost 900,000 souls. The difficulty of feeding this army of new citizens would become greater with every year, and was bound some day to end in a catastrophe, provided ways and means were not found to avert this impending danger of hunger.” (Hitler, 168)

“The acquisition of new land and soil for the settling of the superfluous population has no end of advantages, especially when turning away from the present towards the future.” (Hitler, 178)

“The goal of German foreign policy of today must be the preparation of the reconquest of freedom for tomorrow.” (Hitler, 888-889)

“The National Socialist movement must endeavor to eliminate the discrepancy between our population and our area – the latter viewed not only as a source of nourishment, but also as a point and support for power politics – between our historical past and the hopelessness of our impotence today.” (Hitler, 940)

"The demand for the re-establishment of the frontiers of the year 1914 is political nonsense of such a degree and consequences as to look like a crime. Entirely aside from the fact that the frontiers of the Reich in the year 1914 were everything but logical. For they were, in reality, neither complete with respect to the inclusion of people of German nationality, nor intelligent with respect to geo-military appropriateness." (Hitler, 944-945)

Racial Ideology:

"A stronger generation will drive out the weaklings, because in its ultimate form the urge to live will again and again break the ridiculous fetters of a so-called 'humanity' of the individual, so that its place will be taken by the 'humanity' of Nature which destroys weakness in order to give its place to strength." (Hitler, 171)

"Nature does not know political frontiers. She first puts the living being on this globe and watches the free game of energies. He who is strongest in courage and industry receives, as her favorite [sic.] child, the right to be master of existence." (Hitler, 174)

"Any crossing between two beings of not quite the same high standard produces a medium between the standards of the parents. [...] The stronger has to rule and he is not to amalgamate with the weaker one, that he may not sacrifice his own greatness." (Hitler 390)

"All great cultures of the past perished only because the originally creative race died off through blood-poisoning." (Hitler, 396)

"The Jew forms the strongest contrast to the Aryan." (Hitler, 412)

"As now the Jew (for reasons which will immediately become evident from the following) was never in the possession of a culture of his own, the bases for his spiritual activity have always been furnished by others." (Hitler, 413-414)

"For a racially pure people, conscious of its blood, can never be enslaved by the Jew. [...] In the political sphere, however, he begins to replace the idea of democracy by that of the dictatorship of the proletariat. [...] In the field of economics he undermines the States until the social organizations which have become unprofitable are taken from the State and submitted to his financial control." (Hitler, 448-449)

"If we let all the causes of the German collapse pass before our eyes, there remains as the ultimate and decisive cause the non-recognition of the race problem and especially of the Jewish danger." (Hitler, 451)

"Thus the highest purpose for the folkish State is the care for the preservation of those racial primal elements which, supplying culture, create the beauty and dignity of a higher humanity." (Hitler, 595)

“[The folkish State] has to put the race into the center of life in general. It has to care for its preservation in purity. It has to make the child the most precious possession of a people. It has to take care that only the healthy beget children.” (Hitler, 608)

“The foreign policy of a folkish State is charged with guaranteeing the existence on this planet of the race embraced by the State.” (Hitler, 935)

Political Ideology:

“The folkish State, therefore, has to free the entire leadership – especially the highest, that means the political leadership – from the parliamentary principle of the decision by majority, that means decision by the masses [...]. The best State constitution and State form is that which, with the most natural certainty, brings the best heads of the national community to leading importance and to leading influence.” (Hitler, 669)

“The folkish State, from the community up to the leadership of the Reich, has no representative body which decides by majority, but only bodies of councils who stand at the side of the respective elected leader, receiving their share of work from him.” (Hitler, 670)

Source: Hitler, Adolf. *Mein Kampf*. Boston: Houghton Mifflin, 1943.

COMMUNISM (OR MARXISM-LENINISM) IN THE SOVIET UNION

Although Karl Marx expected the socialist revolution to take place in England or Germany (where there was more industry), it occurred instead in one of the West's most disadvantaged countries – Russia. To understand Marxism-Leninism in the Soviet Union, one must first look at the theory of communism as written by Karl Marx and Friedrich Engels.

Marx and Engels' *Manifesto of the Communist Party*



“The history of all hitherto existing society is the history of class struggles. Freeman and slave, patrician and plebian, lord and serf, guild master and journeyman, in a word, oppressor and oppressed stood in constant opposition to one another, carried on an uninterrupted, now hidden, now open fight, a fight that each time ended either in a revolutionary reconstitution of society at large, or in the common ruin of the contending classes.” (Marx and Engels, p. 419)

“Meantime the markets kept ever kept growing, the demand ever rising. Even manufacture no longer sufficed. Thereupon, steam and machinery revolutionized industrial production. The place of manufacture was taken by the giant, modern industry, the place of the industrial middle class, by industrial millionaires – the leaders of whole industrial armies, the modern bourgeois.” (Marx and Engels, p. 420)

“In proportion as the bourgeoisie, i.e., capital, is developed, in the same proportion is the proletariat, the modern working class, developed – a class of labourers, who live only so long as they find work, and who find work only so long as their labour increases capital.” (Marx and Engels, p. 422)

“Thereupon the workers begin to form combinations (trade unions) against the bourgeoisie; they club together in order to keep up the rate of wages; they found permanent associations in order to make provision beforehand for these occasional revolts. Here and there the contest breaks out into riots. Now and then the workers are victorious, but only for a time. The real fruit of their battles lies not in the immediate result but in the ever expanding union of the workers.” (Marx and Engels, p. 423.)

“The essential condition for the existence and sway of the bourgeois class is the formation and augmentation of capital; the condition for capital is wage labour. Wage labour rests exclusively on competition between the labourers. The advance of industry. Whose involuntary promoter is the bourgeoisie, replaces the isolation of the labourers, due to competition, by their revolutionary combination, due to association. The development of modern industry, therefore, cuts from under its feet the very foundation on which the bourgeoisies produces and appropriates products. What the bourgeoisie, therefore, produces above all are its own grave-diggers. Its fall and the victory of the proletariat are equally inevitable.” (Marx and Engels, p. 425.)

“In what relation do the Communists stand to the proletarians as a whole? The Communists do not form a separate party opposed to other working class parties. They have no interests separate and apart from those of the proletariat as a whole. They do not set up any sectarian principles of their own by which to shape and mould the proletarian movement.” (Marx and Engels, p. 425)

“The Communists are distinguished from the other working class parties by this only: 1. In the national struggles of the proletarians of the different countries they point out and bring to the front the common interests of the entire proletariat, independently of all nationality; 2. In the various stages of development which the struggle of the working class against the bourgeoisie has to pass through they always and everywhere represent the interests of the movement as a whole.” (Marx and Engels, p. 425)

“The immediate aim of the Communists is the same as that of all the other proletarian parties” formation of the proletariat into a class, overthrow of bourgeois supremacy, conquest of political power by the proletariat.” (Marx and Engels, p. 425)

“In this sense the theory of the Communists may be summed up in the single sentence: abolition of private property.” (Marx and Engels, p. 425)

“Nevertheless, in the most advanced countries the following will be pretty generally applicable:

12. Abolition of property in land and application of all rents of land to public purposes.
13. A heavy progressive or graduated income tax.
14. Abolition of all right of inheritance.
15. Confiscation of the property of all emigrants and rebels.
16. Centralization of credit in the hands of the state by means of a national bank with state capital and an exclusive monopoly.
17. Centralization of the means of communication and transport in the hands of the state.
18. Extension of factories and instruments of production owned by the state; the bringing into cultivation of waste lands, and the improvement of the soil generally in accordance with a common plan.
19. Equal obligation of all to work. Establishment of industrial armies, especially for agriculture.

20. Combination of agriculture with manufacturing industries; gradual abolition of the distinction between town and country by a more equable distribution of the population over the country.
 21. Free education for all children in public schools. Abolition of child factory labour in its present form. Combination of education with industrial production, etc.
- (Marx and Engels, p. 429)

Source: Marx, Karl and Friedrich Engels. *Manifesto of the Communist Party*. (Chicago: Encyclopaedia Britannica Inc., 1971).

Vladimir Ilich Ulyanov, known to the world as Lenin, added his own distinct flavour to Marxism. He didn't think the conditions for revolution were necessarily determined by history. Instead, he thought a vanguard of the proletariat could seize power, take over the machinery of the state and eliminate all other political forces. In 1902, Lenin outlined this theory in his pamphlet titled *What Is to Be Done?*

Lenin's *What Is to Be Done?*

"We have said that there could not have been Social-Democratic consciousness among the workers. It would have to be brought to them from without. The history of all countries shows that the working class, exclusively by its own effort, is able to develop only trade union consciousness, i.e., the conviction that it is necessary to combine in unions, fight the employers, and strive to compel the government to pass necessary labour legislation, etc. The theory of socialism, however, grew out of the philosophic, historical, and economic theories elaborated by educated representatives of the propertied classes, by intellectuals." (Lenin, pp. 17-18)

"Class political consciousness can be brought to the workers only from without, that is, only from outside the economic struggle, from outside the sphere of relations between workers and employers. The sphere from which alone it is possible to obtain this knowledge is the sphere of relationships of all classes and strata to the state and the government, the sphere of the interrelations between all classes." (Lenin, p. 56)

"[T]he all-round political agitation will be conducted by a party which unites into one inseparable whole the assault on the government in the name of the entire people, the revolutionary training of the proletariat, and the safeguarding of its political independence, the guidance of the economic struggle of the working class, and the utilization of all its spontaneous conflicts with its exploiters which rouse and bring into our camp increasing numbers of the proletariat." (Lenin, p. 63)

"[T]he organization of the revolutionaries must consist first and foremost of people who make revolutionary activity their profession (for which reason I speak of the organization of revolutionaries, meaning revolutionary Social-Democrats). In view of this common characteristic of the members of such an XXXrganization, all distinctions as between workers and intellectuals, not to speak of distinctions of trade and profession, in both categories, must be effaced." (Lenin, p. 79)

“[W]ithout the ”dozen“ tried and talented leaders (and talented men are not born by the hundreds), professionally trained, schooled by long experience, and working in perfect harmony, no class in modern society can wage a determined struggle.” (Lenin, p. 85)

Source: Lenin, Vladimir I. “What Is To Be Done?” Marxists Internet Archive,
<http://www.marxists.org/archive/lenin/works/1901/witbd>.

Lenin and the New Economic Policy

The First World War, the civil war and Western intervention greatly impacted the newly created Communist state. Lenin realized that to save communism, he had to introduce aspects of capitalism. He introduced these measures at the Tenth Congress of the Bolshevik Party that occurred during the second week of March 1921.

“The whole of our economy and its various branches were affected throughout by war-time conditions. With this in mind, our task was to collect a definite quantity of food, regardless of what it did to the national turnover. As we turn from problems of war to those of peace, we take a different view of the tax in kind: we see it not only from the standpoint of meeting the needs of the state, but also those of the small farms. We must try to understand the economic forms of the petty farmer’s indignation against the proletariat which has been in evidence and which is being aggravated in the current crisis. We must try to do our utmost in this respect for it is a matter of vital importance. We must allow the peasant to have a certain amount of leeway in local trade, and supplant the surplus food appropriation by a tax, to give the small farmer a chance to plan his production and determine its scale in accordance with the tax. We know quite well, of course, that in our conditions this is a very difficult thing to do. The sown area, the crop yield, and the farm implements have all been reduced, the surpluses have undoubtedly decreased, and in very many cases have disappeared altogether. These circumstances must be regarded as a fact. The peasant will have to go hungry for a while in order to save the towns and factories from famine. That is something quite understandable on a country-wide scale, but we do not expect the poverty-stricken lone-wolf farmer to understand it. And we know that we shall not be able to do without coercion, on which the impoverished peasants are very touchy. Nor must we imagine that this measure will rid us of the crisis. But we do regard it as our task to make the maximum concessions, to give the small producer the best conditions to come into his own. Up to now, we have been adapting ourselves to the tasks of war; we must now adapt ourselves to the conditions of peace. The Central Committee is faced with this task—the task of switching to the tax in kind in conditions of proletarian power, and it is closely bound up with the question of concessions.”

Source: Lenin, Vladimir I. “Tenth Congress of the Bolshevik Party, March 8, 1921.” Marxists Internet Archive.
<http://www.marxists.org/archive/lenin/works/1921/10thcong/ch01.htm>.

“By granting concessions, the proletarian power can secure an agreement with advanced capitalist states. On it depends our industrial growth, without which we cannot hope to advance towards communism. On the other hand, in this period of transition in a country where the peasants predominate, we must manage to go over to measures giving economic security to the peasants, and do the most we can to ease their economic condition. Until we

have remoulded the peasant, until large-scale machinery has recast him, we must assure him of the possibility of running his economy without restrictions. We are now in a transitional phase, and our revolution is surrounded by capitalist countries. As long as we are in this phase, we are forced to seek highly complex forms of relationships. Oppressed by war, we were unable to concentrate on how to establish economic relations between the proletarian state power, with an incredibly devastated large-scale industry, and the small farmers, and how to find forms of coexistence with them, who, as long as they remain small farmers, cannot exist without their small economy having some system of exchange. I believe this to be the Soviet Government's most important question in the sphere of economics and politics at the present time. I believe that it sums up the political results of our work, now that the war period has ended and we have begun, in the year under review, to make the transition to peace."

Source: Lenin, Vladimir I. "Tenth Congress of the Bolshevik Party, March 8, 1921." Marxists Internet Archive, <http://www.marxists.org/archive/lenin/works/1921/10thcong/ch01.htm>.

The death of Lenin in 1924 led to a four-year power struggle between Joseph Stalin and Leon Trotsky that ended ultimately in Stalin taking power of what was now the Union of Soviet Socialist Republics. Stalin introduced his first Five-Year Plan in 1928 as his way of rapidly developing heavy industry. He also ordered that farms be collectivized which moved him more in line with Marxist thinking. However, as the leader of what was now a single party state, Stalin was a de-facto dictator and the Communist Party became the new elite.

DEMOCRACY IN THE U.S.

Immediately after World War I, America reverted to its policy of isolationism. While President Woodrow Wilson was forging the League of Nations in Europe, his support at home was crumbling. Americans wanted to return to peace and prosperity and didn't want to get involved in European affairs. Under Presidents Harding and Coolidge, America did return to a period of prosperity. The so-called 'boom years' of the 1920's was characterized by mass consumerism. It all came crumbling down, however, on 'Black Tuesday', 29 October, 1929. While President Franklin Delano Roosevelt's 'New Deal' is often credited ending the Great Depression, President Herbert Hoover set the process of recovery in motion.

"I have, therefore, instituted systematic, voluntary measures of cooperation with the business institutions and with state and municipal authorities to make certain that fundamental businesses of the country shall continue as usual, that wages and therefore consuming power shall not be reduced, and that a special effort shall be made to expand construction work in order to assist in equalizing other deficits in employment. Due to the enlarged sense of cooperation and responsibility which has grown in the business world during the past few years the response has been remarkable and satisfactory."

Source: Hoover, Herbert. "State of the Union Address, Dec. 3, 1929". The Depression Papers of Herbert Hoover, <http://hhpapers.org/paper19291203>.

"The last 3 years have been a time of unparalleled economic calamity. They have been years of greater suffering and hardship than any which have come to the American people since the aftermath of the Civil War. As we look back over these troubled years we realize that we have passed through two different stages of dislocation and distress. [...] Two courses were open to us. We might have done nothing. That would have been utter ruin. Instead, we met the situation with proposals to private business and to the Congress of the most gigantic program of economic defense and counterattack ever evolved in the history of the Republic. We put that program in action."

Source: Hoover, Herbert. "Herbert Hoover, Address Accepting the Republican Presidential Nomination, August 11, 1932." State of the Union Address, Dec. 3, 1929". The Depression Papers of Herbert Hoover, <http://hhpapers.org/paper19291203>.

FDR's First Inaugural Address

"So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself—nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance. In every dark hour of our national life a leadership of frankness and vigor has met with that understanding and support of the people themselves which is essential to victory. [...] Values have shrunk to fantastic levels; taxes have risen; our ability to pay has fallen; government of all kinds is faced by serious curtailment of income; the means of

exchange are frozen in the currents of trade; the withered leaves of industrial enterprise lie on every side; farmers find no markets for their produce; the savings of many years in thousands of families are gone. [...] Our greatest primary task is to put people to work. This is no unsolvable problem if we face it wisely and courageously. It can be accomplished in part by direct recruiting by the Government itself, treating the task as we would treat the emergency of a war, but at the same time, through this employment, accomplishing greatly needed projects to stimulate and reorganize the use of our natural resources. [...] Finally, in our progress toward a resumption of work we require two safeguards against a return of the evils of the old order: there must be a strict supervision of all banking and credits and investments, so that there will be an end to speculation with other people's money; and there must be provision for an adequate but sound currency. [...] Action in this image and to this end is feasible under the form of government which we have inherited from our ancestors. Our Constitution is so simple and practical that it is possible always to meet extraordinary needs by changes in emphasis and arrangement without loss of essential form. That is why our constitutional system has proved itself the most superbly enduring political mechanism the modern world has produced. It has met every stress of vast expansion of territory, of foreign wars, of bitter internal strife, of world relations. It is to be hoped that the normal balance of Executive and legislative authority may be wholly adequate to meet the unprecedented task before us. But it may be that an unprecedented demand and need for undelayed action may call for temporary departure from that normal balance of public procedure.

I am prepared under my constitutional duty to recommend the measures that a stricken Nation in the midst of a stricken world may require. These measures, or such other measures as the Congress may build out of its experience and wisdom, I shall seek, within my constitutional authority, to bring to speedy adoption.

But in the event that the Congress shall fail to take one of these two courses, and in the event that the national emergency is still critical, I shall not evade the clear course of duty that will then confront me. I shall ask the Congress for the one remaining instrument to meet the crisis—broad Executive power to wage a war against the emergency, as great as the power that would be given to me if we were in fact invaded by a foreign foe.”

Source: Roosevelt, Franklin D. “First Inaugural Address, March 4, 1933”. The American Presidency Project, <http://www.presidency.ucsb.edu/ws/index.php?pid=14473>.

FDR’s Second Fireside Chat: Outlining the New Deal

“Two months ago we were facing serious problems. The country was dying by inches. It was dying because trade and commerce had declined to dangerously low levels; prices for basic commodities were such as to destroy the value of the assets of national institutions such as banks, savings banks, insurance companies, and others. These institutions, because of their great needs, were foreclosing mortgages, calling loans, refusing credit. [...]

There were just two alternatives: The first was to allow the foreclosures to continue, credit to be withheld and money to go into hiding, thus forcing liquidation and bankruptcy of banks, railroads and insurance companies and a recapitalizing of all business and all

property on a lower level. [...]The legislation which has been passed or is in the process of enactment can properly be considered as part of a well-grounded plan.

First, we are giving opportunity of employment to one-quarter of a million of the unemployed, especially the young men who have dependents, to go into the forestry and flood-prevention work. This is a big task because it means feeding, clothing and caring for nearly twice as many men as we have in the regular army itself. In creating this civilian conservation corps we are killing two birds with one stone. We are clearly enhancing the value of our natural resources, and we are relieving an appreciable amount of actual distress. This great group of men has entered upon its work on a purely voluntary basis; no military training is involved and we are conserving not only our natural resources, but our human resources. One of the great values to this work is the fact that it is direct and requires the intervention of very little machinery. [...]

Next, the Congress is about to pass legislation that will greatly ease the mortgage distress among the farmers and the home owners of the Nation, by providing for the easing of the burden of debt now bearing so heavily upon millions of our people.

Our next step in seeking immediate relief is a grant of half a billion dollars to help the States, counties and municipalities in their duty to care for those who need direct and immediate relief."

Source: Roosevelt, Franklin D. "Second Fireside Chat, May 7, 1933. The American Presidency Project, <http://www.presidency.ucsb.edu/ws/index.php?pid=14636>.



The New Deal introduced unemployment insurance, old-age pensions and basically redistributed wealth. Congress passed a series of acts that strengthened the role of organized labour. Roosevelt closed all banks and reopened them under government supervision. His public works program employed over 300,000 people. Agricultural programs helped farmers while controlling production. The stock exchange was placed under federal regulation. The National Recovery Administration (NRA) established codes of fair competition and helped set minimum wages and maximum weekly hours. Though recovery was slow, Roosevelt inspired hope as displayed in the political cartoon.

How does this cartoon fit with your conception of democracy?

Developed by: T. Osborne. OISE, 2011.

IDEOLOGY WORKSHEET

Italian Fascism.

- Why do you think Mussolini refers to Fascism as a 'myth'?

- In *Fascism: Doctrine and Institutions*, the Fascist conception of life stresses what or whom? Why do you think that is?

- How does Mussolini justify Fascism over Liberalism? Do you think his justification is justified?

- Summarize the basic tenets of Fascism based on Mussolini's entry for the *Italian Encyclopedia*. Do you think that Fascism was 'democratic'? Provide some reasons why Mussolini created Fascism as an ideology.

Developed by: T. Osborne. OISE, 2011.

German Fascism

- Summarize the 25-Point Programme of the German Workers Party in your own words. How could it have been divided into categories? Was the 25-Point Programme of the German Workers Party a constitution? Why or why not?

- How does the 25-Point Programme of the German Workers Party support democracy and how would it suppress democracy? Who would have been considered a citizen of the State?

- What did Hitler's foreign policy necessitate? What was the logical outcome of Hitler's racial ideology? What kind of state did Hitler envision according to his political ideology?

- As an ideology, do you think Nazism was 'democratic'? Provide some reasons why Hitler would have developed Nazism as an ideology. What was it in response to? Do you think German citizens would have been attracted to Nazism? What conditions would have made Nazism more attractive?

Developed by: T. Osborne. OISE, 2011.

Soviet Communism

1. According to Marx and Engels, what was the immediate aim of the Communists? How did Marx and Engels foresee Communism arising? Where did Marx and Engels think Communism would occur?

2. What was the major difference between the Communism as envisioned by Marx and Engels and the Communism as envisioned by Lenin?

3. Why do you think Lenin had to enact his New Economic Policy? Why do you think it was necessary? What did it prove about Lenin's theory of Communism?

4. As an ideology, do you think Soviet Communism was 'democratic'? Provide some reasons why you think Lenin altered Marx and Engel's theory of Communism. Do you think Lenin's conception was more or less 'democratic' than Marx and Engel's? Do you think Russians would have been attracted to Communism? Why?

Developed by: T. Osborne. OISE, 2011.

U.S. Democracy.

- Do you think President Herbert Hoover believed in a *laissez-faire* economy or government intervention would end the Great Depression? What is the evidence for your answer?

- Did President Franklin Delano Roosevelt depart greatly from the programs initiated by President Hoover or did he forge a completely new path? Compare and contrast the measures instituted by both presidents.

- Summarize in your own words the major aspects of Roosevelt's New Deal. Do you think it was right for the government to take such an active role in the nation's economy? Is that how you often imagine capitalist countries to act?

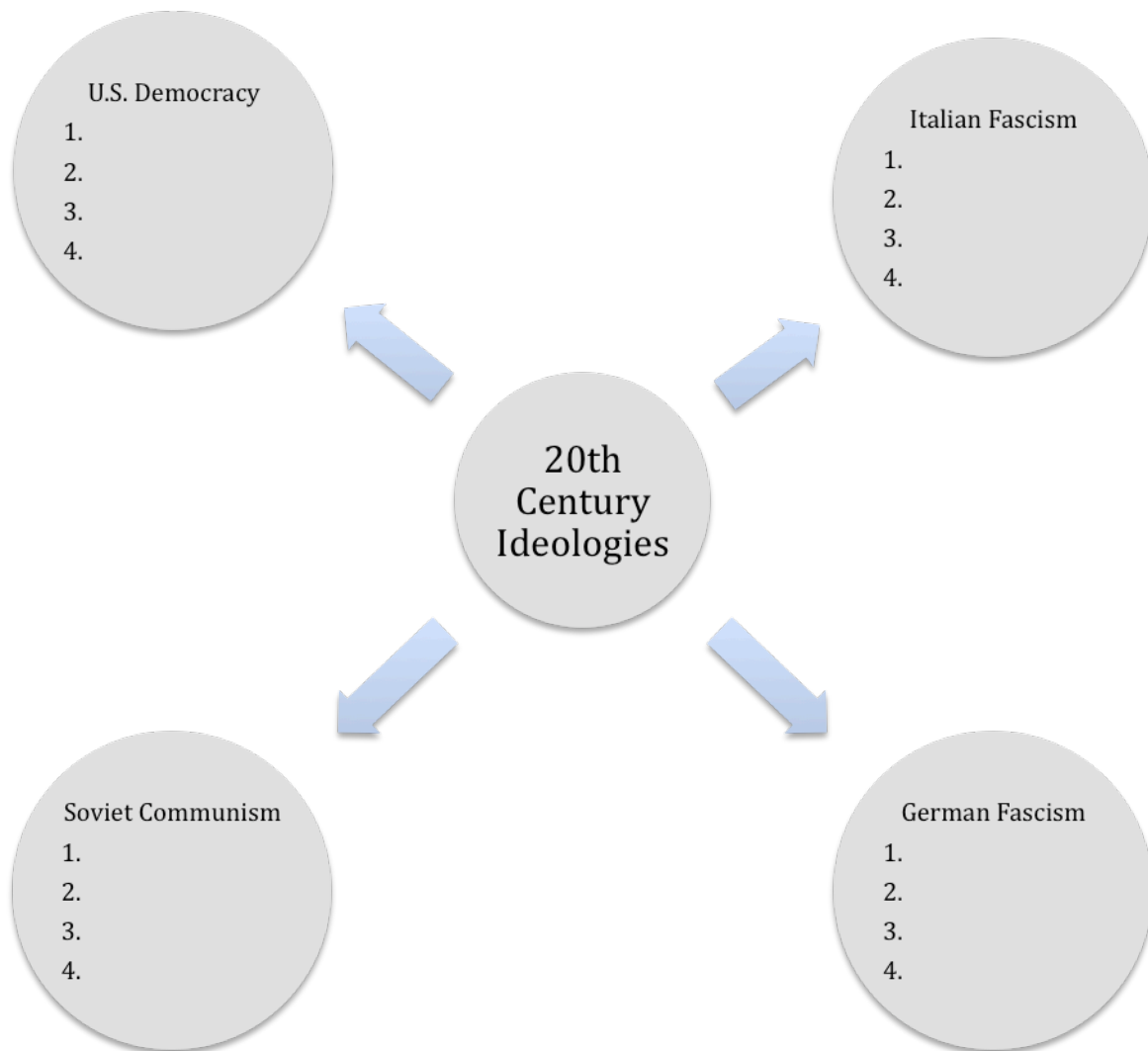
- What do you think was the most important factor in ending the Great Depression in the United States? Examine the cartoon before completing your answer.

Developed by: T. Osborne. OISE, 2011.

IDEOLOGIES OF THE 20th CENTURY

Individual Worksheet

Use this worksheet when you have returned to your original 'home' group. Each student will take turns presenting the key issues and ideas raised in the documents. Write down brief points for each ideology that you will use later.



Developed by: T. Osborne. OISE, 2011.

Academic Controversy: Recording Sheet

Name: _____

Controversy: Be it resolved that the most effective system of government when dealing with a depression or recession is fascist.

PRO Points:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

CON Points:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Consensus:

Source: Bennett, Barrie, and Carol Roheiser. *Beyond Monet: The Artful Science of Instructional Integration* (Toronto: Bookation Inc., 2006), p. 315.

Team Assessment

	LOW				HIGH
1. Did all of the group members contribute ideas?	1	2	3	4	5
2. Did all of the group members listen carefully to the ideas of the other group members?	1	2	3	4	5
3. Did all of the group members encourage other members to contribute their thoughts and opinions?	1	2	3	4	5

4. List three ways we helped each other learn the material:

5.a. List one difficulty our group had (explain fully):

b. To resolve the difficulty we could:

Group signatures: _____

Source: Bennett, Barrie, and Carol Roheiser. *Beyond Monet: The Artful Science of Instructional Integration* (Toronto: Bookation Inc., 2006), p. 316.

You Rule

Literally. You are 'in charge' of a small island nation in a beautiful tropical location. You are well versed in the various ideologies of the 20th century and have the rare (and exciting) opportunity to create your very own ideology. In a brief 1-2 page essay, you will outline, summarize and explain the main tenets of your ideology. Feel free to reference or source the ideologies we have explored over the past few days. Remember, many ideologies are simply in response to or in reaction to already existing ideologies. Some questions you may want to think about when devising your ideology are:

1. What is your system of government?
2. What would you call your system of government? (Make one up if it doesn't exist.)
3. How did you come to power?
4. How will you ensure your subjects are taken care of/happy/productive?
5. What kind of ruler are you?
6. How will you make decisions on your island?
7. What is or do you even have a succession plan?
8. How would you maintain law and order on your island?
9. Who would you trade with or have an alliance with?
10. What are your long-term goals as ruler of your island?
11. What is the root of your ideology? (Why did you create the ideology you did? What are some problems you fixed in currently devised ideologies?)

Developed by: T. Osborne. OISE, 2011.

'You Rule' Rubric

Criteria	Level 4	Level 3	Level 2	Level 1
Knowledge/ Understanding - Identifies important elements of ideologies.	- Identifies all or almost all important elements of ideologies. 10 9.5 9.0 8.6 8.2	- Identifies many important elements of ideologies. 7.8 7.4 7.1	- Identifies some important elements of ideologies. 6.8 6.4 6.1	- Identifies few important elements of ideologies. 5.8 5.4 5.1
Thinking - Synthesizes key tenets of ideology. - Thinks creatively in role as leader of small island nation.	- Synthesizes key tenets of ideology with remarkable effectiveness. - Superb ability to think creatively. 10 9.5 9.0 8.6 8.2	- Synthesizes key tenets of ideology with considerable effectiveness. - Skilled ability to think creatively. 7.8 7.4 7.1	- Synthesizes key tenets of ideology with some effectiveness. - Adequate ability to think creatively. 6.8 6.4 6.1	- Synthesizes key tenets of ideology with limited effectiveness. - Limited ability to think creatively. 5.8 5.4 5.1
Communication - Articulates ideas, research and understanding in role as leader of a small island nation.	- Exceptional articulation of ideas, research and understanding. 10 9.5 9.0 8.6 8.2	- Good articulation of ideas, research and understanding. 7.8 7.4 7.1	- Fair articulation of ideas, research and understanding. 6.8 6.4 6.1	- Poor articulation of ideas, research and understanding. 5.8 5.4 5.1
Application - Organizes ideas and research. - Identifies and describes main tenets of ideology and compares them to main ideologies of the 20 th century.	- Demonstrates impressive ability to organize ideas and research. - Identifies all tenets of ideology and links them impressively. 10 9.5 9.0 8.6 8.2	- Demonstrates effective ability to organize ideas and research. - Identifies most tenets of ideology and links them effectively. 7.8 7.4 7.1	- Demonstrates fair ability to organize ideas and research. - Identifies some tenets of ideology and links them acceptably. 6.8 6.4 6.1	- Demonstrates little ability to organize ideas and research. - Identifies few tenets of ideology and poorly links them. 5.8 5.4 5.1

Developed by: T. Osborne. OISE, 2011.

Activity 6 – Globalization: Progress or Regress?

Scott Nicholson

Time: 150 minutes

Description

Globalization, the global formation of political, social and economic connections, is a phenomenon that is emblematic of the last twenty years of world history. For this activity, through various differentiated tasks, students will investigate the technological, political, economic and social aspects of globalization. The focus will be on historical processes that occurred in the wake of the neoliberalist movement of the 1980s. The prominence of globalization as an historical event in recent history is undeniable. But should we call it progress or regress? A subset of the larger critical question guiding the unit, this important question will centre and guide the activity.

Strands: Citizenship and Heritage; Social, Economic, and Political Structure; Methods of Historical Inquiry and Communication

Learning Expectations

Overall Expectations:

SEV.03 - describe key developments and innovations in political organization in the West and the rest of the world since the sixteenth century; (I)

CHV.02 - demonstrate an understanding of ideas and cultures from around the world that have influenced the course of world history since the sixteenth century; (E)

HIV.02 - critically analyse historical evidence, events, and interpretations; (E)

Specific Expectations:

SE3.05 – analyse various efforts to create international governmental and judicial structures (e.g., ideas of Hugo Grotius, the European congress system, League of Nations, United Nations, European Community). (F)

SE1.02 – describe key social developments that have occurred as a result of Western technological innovations (e.g., print and market-place revolutions, industrialization, urbanization, demographic changes). (I)

CH1.03 – describe the impact of modern Western thought on the non-Western world (e.g., transformation or loss of indigenous religions, cultures, and economies; creation of new national boundaries and identities, as in Africa and South Asia; adaptation of Western ideas, such as those of liberalism, social democracy, and communism in Japan, China, Cuba, and some African states). (E)

HI2.04 – draw conclusions based on effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations. (E)

Planning Notes:

- Check IEPs for identified students and suggested accommodations.
- Ensure there is a computer with an Internet connection and an LCD projector.

- Ensure there is chart paper and markers for a placemat activity
- Ensure there is chalk and a wide blackboard for drawing 'timelines'
- Have enough copies of the International Political Institution readings (Appendix 6.2) , one reading/student
- Have enough copies of the Corporation Game role sheets (Appendix 6.3) , cut into strips
- Ensure students are taking notes throughout the activity using their notebooks as well as their Progress/Regress charts handed out in the introductory lesson of the unit.

Prior Knowledge Required:

- Basic knowledge of 20th century history (e.g. the aftermath of WWI and the leadup to WWII, the Cold War)
- Basic understanding of the climate change crisis
- Basic understanding of economics (how loans and investment work)
- Familiarity with doing 5WH summaries
- Familiarity with writing multi-paragraphs
- Some experience working in groups
- Able to independently read and summarize a historical secondary source reading
- Good critical thinking skills

Teaching/Learning Strategies

1. Define globalization as the global formation of political, social and economic connections (in other words, the world getting more interconnected), citing several examples. Ask students to identify examples of globalization that they have witnessed personally in their lives.
2. Divide students into small groups. Get students to brainstorm on the technologies necessary for globalization under two main headings: 'transportation' and 'communications'. This should be recorded on a 'T-chart' on chart paper.
3. After brainstorming, ask for contributions from every group and add them to a technological timeline drawn on the blackboard. This should give students an idea of the chronology of globalization technologies. (see Appendix 6.1 for examples).
4. Hand out readings on major international political institutions (Appendix 6.2). Students will independently read and respond to the 'after reading' tasks for each reading. As per the instructions provided in the 'as you read' section, students will be encouraged to highlight, take notes and think about the 5WHs (Who? What? When? Where? Why? How?) for the reading. Responses to the article will be collected for assessment at the end of the first class.
5. As students summarize their responses to the reading questions, the names of each political institution will be recorded on a political globalization timeline drawn on the blackboard. This will help students visually understand the evolution of international political institutions.
6. Watch a brief clip from the film, The Corporation (<http://www.youtube.com/watch?v=Pin8fbdGV9Y>; <http://www.youtube.com/watch?v=8SuUzmqBewg&feature=fvwrel>). After showing the clip, which outlines the history of the development of corporations, review important points that were covered.

7. Play the Corporation Game (Appendix 6.3). Inform students that they need to form groups of seven or more and will be doing a role-playing activity. Hand out strips of paper with roles printed on them, including multiple 'Canadian, Indonesian or Sri Lankan worker' roles per group if necessary. Describe the scenario: Adidas wants to build a new textile factory to make a new line of clothing, but it has not yet decided where to build. Make sure students read their roles carefully and then ask them to begin mock negotiations.
8. Conclude the Corporation Game by asking students to explain the result of the negotiations and why they got the result they did.
9. Watch a short (2-minute) clip showing an interview with Milton Friedman, providing an introduction to neoliberalism.
10. Review Friedman's view and reconcile with results of the Corporation Game
11. Provide a Socratic questioning powerpoint presentation on the economics of globalization and its social effects (Appendix 6.4).
12. For the culminating activity, students will be asked to write a multi-paragraph evaluating the positive and negative aspects of globalization (Appendix 6.5)

Assessment/Evaluation Techniques

The teacher will be responsible for assessment of the responses to the international political institutions readings (*formative*) and for assessment and evaluation of the multi-paragraph defending a view on globalization (*summative*). Students' oral contributions will also be assessed for all relevant tasks (*formative*).

Accommodations

- The activity uses a variety of strategies to accommodate learners of multiple intelligences, including different media forms, an interactive game and literacy organizers.
- The International Political Institution readings can be challenging to read and comprehend. Shortened reading excerpts may be assigned to ESL and Special Education students. Alternatively, easier readings could be handpicked for these students.
- The readings include literacy organizers suggested in *Think Literacy!*.
- Textual sources may be enlarged to assist dyslexic or other Special Education students.
- Textbook reading may be set up in reading groups for learners with literacy difficulties.

Print Resources

Bennett, Barrie, and Carol Roheiser. *Beyond Monet: The Artful Science of Instructional Integration*. Toronto: Bookation Inc., 2006.

Haberman, Arthur, and Adrian Shubert. *The West and the World: Contacts, Conflicts, Connections*. Toronto: Gage Learning Corporation, 2002.

Klein, Naomi. *No Logo: Taking Aim at the Brand Bullies*. Toronto: Knopf Canada, 2000.

Digital Resources:

Friedman, Milton "Power of the Market - The Pencil" *Youtube*. Accessed February 1, 2011.

<http://www.youtube.com/watch?v=R5Gppi-03a8&feature=related>.

“Geneva Convention” Spartacus Educational. Accessed February 9, 2011.

<http://www.spartacus.schoolnet.co.uk/EUgeneva.htm>.

“IMF and World Bank” BBC website. Accessed February 1, 2011.

<http://news.bbc.co.uk/2/hi/business/95218.stm>.

“Kyoto Protocol” UNFCCC website. Accessed February 11, 2011.

http://unfccc.int/kyoto_protocol/items/2830.php.

“Evaluations of existing climate change agreements” IPCC website. Accessed February 11, 2011. http://www.ipcc.ch/publications_and_data/ar4/wg3/en/ch13s13-3-1.html.

“The Corporation” *Youtube*. Accessed January 29, 2011.

<http://www.youtube.com/watch?v=Pin8fbdGV9Y>.

<http://www.youtube.com/watch?v=8SuUzmqBewg&feature=fvwrel>.

“The League of Nations” *Spartacus Educational*. Accessed February 3, 2011.

<http://www.spartacus.schoolnet.co.uk/FWWleague.htm>.

“Think Literacy Cross-Curricular Approaches, Grades 7-12.” *Ontario Education Ministry website*. Accessed January 22, 2011.

<http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy>.

“World Trade Organization” *BBC website*. Accessed February 1, 2011.

http://news.bbc.co.uk/2/hi/europe/country_profiles/2429503.stm.

Appendices

Appendix 6.1: Technology Brainstorm

Appendix 6.2: International Political Institution Readings

- Appendix 6.2.1: League of Nations reading
- Appendix 6.2.2: United Nations reading
- Appendix 6.2.3: Geneva Convention reading
- Appendix 6.2.4: European Community and E.U. reading
- Appendix 6.2.5: World Trade Organization reading
- Appendix 6.2.6: IMF and World Bank reading
- Appendix 6.2.7: Kyoto Protocol reading

Appendix 6.3: Corporation Game Strips

Appendix 6.4: Economic and Social Globalization Powerpoint

Appendix 6.5: Multi-paragraph Instructions and Checklist

Technology Brainstorm

Possible responses to technology brainstorm, which will be presented on a timeline on the blackboard

Communications: Electric telegraph – mid 1800s;
Telephone (Alexander Grahame Bell) - 1876
First satellite, Sputnik – 1957
Growth of information technology, 1980s
A television in every American home – 1950s and 60s
Vietnam War shown on TV – 60s and 70s
First cellular network in Japan – 1979
The Internet goes mainstream – 1990s
Growth of Internet 2.0 and social networking sites – 2000s.

Transportation: automobile (semi-trailer came later) – 1920s
Container ships – 1960s
Jet airliner – 1950s.

Developed by S. Nicholson, OISE, 2011

As you read:

- Think about the 5WHs – Who? What? When? Where? Why? How?
- are there words you don't know? Try to figure out their meaning by looking at **context** or, if necessary, by looking at a dictionary
- Highlight, underline or take notes, whatever helps you identify key information
- Make connections to historical events and processes that you already know about

League of Nations

During the First World War several world leaders such as Woodrow Wilson and Jan Smuts, began advocating the need for an international organization to preserve peace and settle disputes by arbitration. At the time, there was no such organization. When peace negotiations began in October, 1918, Woodrow Wilson insisted that his 'Fourteen Points' doctrine should serve as a basis for the signing of the Armistice that would end WWI. One of these points was to form the League of Nations.

The constitution of the League of Nations was adopted by the Paris Peace Conference in April, 1919. It called for collective security and the peaceful settlement of disputes by arbitration. It was decided that any country that resorted to war would be subjected to economic sanctions.

As a result of the decision by the US Congress not to ratify the Versailles Treaty, the United States never joined the League of Nations. Others joined but later left the organization: Brazil (1926), Japan (1933), Italy (1937). Germany was only a member from 1926 to 1933, and the Soviet Union from 1934 to 1940.

The League of Nations had no armed forces and had to rely on boycotts (sanctions) to control the behaviour of member states. In January 1923 France occupied the Ruhr. Six months later Italy bombed the Greek island of Corfu. When the League of Nations discussed these events, the governments of France and Italy threatened to withdraw from the organization. As a result, the League of Nations decided not to take any action. Konni Zilliacus, a member of the Information Section of the League Secretariat, wrote to his friend Norman Angell: "I feel depressed and fed up. Who could have imagined things would turn out as badly as this?"

But the League of Nations had success in averting wars in the border disputes between Bulgaria-Greece (1925), Iraq-Turkey (1925-26) and Poland-Lithuania (1927). The League of Nations also had noticeable success in the areas of drugs control, refugee work and famine relief.

The League of Nations faced a fresh crisis in September 1931 when the Japanese Army occupied large areas of Manchuria, a province of China. The Chinese government appealed to the League of Nations under Article 11 of the Covenant (the League's constitution). After some deliberation, the League's response was to establish a commission of inquiry under the chairmanship of Lord Lytton.

In March 1932 Japan renamed Manchuria as Manchukuo ("land of the Manchus"). Only Germany and Italy recognised the new state. The Lytton Report was published six months later. The report acknowledged that Japan had legitimate grievances against the Chinese Government. However, the report condemned the Japanese invasion of Manchuria and refused to recognise Manchukuo as an independent state. When the League published the report Japan resigned from the League.

In October 1935 Benito Mussolini sent in General Pietro Badoglio and the Italian Army into Ethiopia. The League of Nations condemned Italy's aggression and in November imposed sanctions. This included an attempt to ban countries from selling arms, rubber and some metals to Italy. Some political leaders in France and Britain opposed sanctions arguing that it might persuade Mussolini to form an alliance with Adolf Hitler and Nazi Germany.

The Munich Agreement took place on 29th September, 1938. Desperate to avoid war, Neville Chamberlain, the British Prime Minister, met with Adolph Hitler and agreed that Germany could have the Sudetenland, a German populated area in Czechoslovakia. In return, Hitler promised not to make any further territorial demands in Europe. Chamberlain came back to Britain, famously declaring that there was "peace in our time". Hitler then took the Sudetenland and invaded and occupied the rest of Czechoslovakia. Next, he invaded Poland. Britain and France declared war against Germany and WWII began.

The League of Nations remained silent. It had failed to prevent a second world war. It did not meet during the WWII. In 1946 the responsibilities of the League of Nations were handed over to the United Nations.

After reading:

- Summarize the history and function of this political institution.

- Think of 1-2 benefits or drawbacks of the institution and write them below.

- Answer the question: how did this organization contribute to globalization?

Source: Spartacus Educational, "League of Nations". <http://www.spartacus.schoolnet.co.uk/FWWleague.htm>. February 11, 2011

As you read:

- Think about the 5WHs – Who? What? When? Where? Why? How?
- are there words you don't know? Try to figure out their meaning by looking at **context** or, if necessary, by looking at a dictionary
- Highlight, underline or take notes, whatever helps you identify key information
- Make connections to historical events and processes that you already know about

United Nations

On 1st January 1942, President Franklin D. Roosevelt, supported by the representatives of 26 countries, published the Declaration by United Nations, a document that pledged their governments to continue fighting together against Nazi Germany and Japan during the Second World War.

This declaration was followed by a conference of Foreign Ministers in Moscow, in October, 1943 where discussions took place concerning a replacement for the discredited League of Nations.

Further talks took place at San Francisco between 15th April and 26th June, 1945. Delegates from fifty nations that had been at war with Germany, decided on the design and structure of this new organization. The conference drafted the United Nations Charter and it was signed on 26th June and ratified at the first session of the General Assembly of the United Nations in London on 24th October 1945.

The main differences between the League of Nations and the United Nations were the stronger executive powers assumed by the Security Council and the requirement that member states should make available armed forces to serve as peace-keepers or to repel an aggressor.

The Security Council had five permanent members, United States, the Soviet Union, China, France and Britain. Six other countries served two-year periods on the Council (this was increased to ten in 1965). Controversially, permanent members were given the power to veto decisions made by the Security Council. The other nations vigorously opposed the idea of the veto but it became clear that without such a favoured position the five major nations would not join the United Nations. The United States Senate ratified the United Nations treaty by a vote of 89 to 2 on 28th July, 1945.

After reading:

- Summarize the history and function of this political institution.

- Think of 1-2 benefits or drawbacks of the institution and write them below.

- Answer the question: how did this organization contribute to globalization?

Source: Spartacus Educational, "United Nations". <http://www.spartacus.schoolnet.co.uk/USAun.htm>. February 11, 2011

As you read:

- Think about the 5WHs – Who? What? When? Where? Why? How?
- are there words you don't know? Try to figure out their meaning by looking at **context** or, if necessary, by looking at a dictionary
- Highlight, underline or take notes, whatever helps you identify key information
- Make connections to historical events and processes that you already know about

Geneva Convention

In 1864, five men organized an international conference of 13 nations in Geneva to discuss the possibility of making warfare more "humane". At the end of the conference on 22nd August, 1864, the representatives signed the Geneva Convention. The agreement provided for the neutrality of ambulance and military hospitals, the non-belligerent status of persons who aid the wounded, and sick soldiers of any nationality, the return of prisoners to their country if they are incapable of serving, and the adoption of a white flag with a red cross for use on hospitals, ambulances, and evacuation centres whose neutrality would be recognized by this symbol.

The campaign then began to persuade the different countries to ratify the Convention. It was approved by Belgium, Denmark, France, Italy, the Netherlands, Sweden, Norway, Spain and Switzerland in 1864. They were followed by Britain (1865), Prussia (1865), Greece (1865), Turkey (1865), Austria (1866), Portugal (1866), Russia (1867), Persia (1874), Serbia (1876), Chile (1879), Argentina (1879) and Peru (1880).

Clara Barton, a nurse in the American Civil War, led the campaign to persuade the United States to sign the Geneva Convention. In 1877 Barton organized the American National Committee, which three years later became the American Red Cross. However, it was not until 1882 that the USA signed the Geneva Convention.

After the USA signed the Geneva Convention, others followed, including Bulgaria (1884), Japan (1886), Luxemburg (1888), Venezuela (1894), South Africa (1896), Uruguay (1900), Guatemala (1903), Mexico (1905), China (1906), Germany (1906), Brazil (1906), Cuba (1907), Panama (1907) and Paraguay (1907).

The Geneva Convention was amended and extended in 1906. After the First World War it was decided to further amend the convention. In 1929 a total of 47 nations agreed on rules about the treatment and rights of prisoners of war.

During the Second World War several nations failed to abide by the Geneva Convention. At the fourth convention in 1949 (21st April - 12th August) the attending nations agreed to extend and codify existing provisions for four groups of victims - the sick and wounded, shipwrecked sailors, prisoners of war and civilians in territory occupied by an army.

After reading:

- Summarize the history and function of this political institution.

- Think of 1-2 benefits or drawbacks of the institution and write them below.

- Answer the question: how did this organization contribute to globalization?

Source: Spartacus Educational, "Geneva Convention" <http://www.spartacus.schoolnet.co.uk/EUgeneva.htm>. February 11, 2011

As you read:

- Think about the 5WHs – Who? What? When? Where? Why? How?
- are there words you don't know? Try to figure out their meaning by looking at **context** or, if necessary, by looking at a dictionary
- Highlight, underline or take notes, whatever helps you identify key information
- Make connections to historical events and processes that you already know about

European Community and European Union

In 1945, the year WWII ended, Jean Monnet was appointed as Planning Commissioner in France. In this post he became responsible for economic reconstruction. He began working on a scheme that he eventually proposed to Robert Schuman, the French Foreign Minister, in 1949. The Schuman Plan, as it became known, was the basis for the European Coal and Steel Community (ECSC) that was established in 1952. It was agreed that the six countries that signed the Treaty of Paris, Belgium, France, Italy, Luxembourg, the Netherlands and West Germany, would pool its coal and steel resources.

In 1958 the European Coal and Steel Community evolved into the European Economic Community (EEC). Under the EEC attempts were made to achieve harmonization of policies. This included measures in areas such as indirect taxation, industrial regulation, agriculture, fisheries and monetary policies. The Common Agriculture Policy (CAP) was introduced in 1962.

Britain made attempts to join the EEC in 1963 and 1967. This ended in failure, mainly due to the opposition of President Charles De Gaulle of France. Britain, under the leadership of Edward Heath, was finally admitted in 1973. Denmark and Ireland also joined at the same time. In 1975, the new British prime minister, Harold Wilson decided to hold a referendum on membership of the European Economic Community. Wilson allowed his Cabinet to support both the "Yes" and "No" campaigns and this led to a bitter split in the party. The Conservative Party was also divided over this issue but the British people eventually voted to remain in the EEC.

In 1979 the EEC introduced the European Monetary System (EMS). The long-term objective of the EMS was to achieve currency union and the Exchange Rate Mechanism (ERM), a system of semi-fixed exchange rates.

Greece joined the EEC in 1981. This was followed by Portugal (1986), Spain (1986) and the former East Germany (1990). In 1993 the organization was renamed the European Union (EU). Austria, Finland and Sweden joined the EU in 1995.

In January 2002 the euro becomes the sole currency within the twelve participating Member States (Austria, Belgium, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, the Netherlands, Portugal and Spain). Not wanting to give up its currency, Britain has not adopted the euro.

After reading:

- Summarize the history and function of this political institution.

- Think of 1-2 benefits or drawbacks of the institution and write them below.

- Answer the question: how did this organization contribute to globalization?

Source: Spartacus Educational, "European Union". <http://www.spartacus.schoolnet.co.uk/2WWeec.htm>, February 11, 2011

As you read:

- Think about the 5WHs – Who? What? When? Where? Why? How?
- are there words you don't know? Try to figure out their meaning by looking at **context** or, if necessary, by looking at a dictionary
- Highlight, underline or take notes, whatever helps you identify key information
- Make connections to historical events and processes that you already know about

The World Trade Organization

The World Trade Organization (WTO) is an international body whose purpose is to promote free trade by persuading countries to abolish import tariffs and other barriers. As such, it has become closely associated with globalization.

The WTO is the only international agency overseeing rules of international trade. It polices free trade agreements, settles trade disputes between governments and organises negotiations.

WTO decisions are absolute and every member must abide by its rulings. So, when the US and the European Union are in dispute over bananas or beef, it is the WTO which acts as judge and jury. WTO members are empowered by the organisation to enforce its decisions by imposing trade sanctions against countries that have breached the rules.

Based in Geneva, the WTO was set up in 1995, replacing another international organisation known as the General Agreement on Tariffs and Trade (GATT). The GATT was formed in 1948 when 23 countries signed an agreement to reduce customs tariffs.

The WTO has a much broader scope than GATT. Whereas GATT regulated trade in merchandise goods, the WTO also covers trade in services, such as telecommunications and banking, and other issues such as intellectual property rights (copyright, patents, trademarks).

Membership of the WTO now stands at 153 countries (as of July, 2008). China formally joined the body in December 2001 after a 15-year battle. Russia wants admission, but must first convince the EU and US that it has reformed its business practices.

The WTO has been the focal point of criticism from people who are worried about the effects of free trade and economic globalisation. Opposition to the WTO centres on four main points:

- * WTO is too powerful, in that it can in effect compel sovereign states to change laws and regulations by declaring these to be in violation of **free trade** rules.
- * WTO is run by the rich for the rich and does not give significant weight to the problems of developing countries. For example, rich countries have not fully opened their markets to products from poor countries.
- * WTO is indifferent to the impact of **free trade** on workers' rights, child labour, the environment and health.
- * WTO lacks democratic accountability, in that its hearings on trade disputes are closed to the public and the media.

Supporters of the WTO argue that it is democratic, in that its rules were written by its member states, many of whom are democracies, who also select its leadership. They also argue that, by expanding world trade, the WTO in fact helps to raise living standards around the world.

After reading:

- Summarize the history and function of this political institution.

- Think of 1-2 benefits or drawbacks of the institution and write them below.

- Answer the question: how did this organization contribute to globalization?

Source: BBC Website, "World Trade Organization". http://news.bbc.co.uk/2/hi/europe/country_profiles/2429503.stm.
February 11, 2011

As you read:

- Think about the 5WHs – Who? What? When? Where? Why? How?
- are there words you don't know? Try to figure out their meaning by looking at **context** or, if necessary, by looking at a dictionary
- Highlight, underline or take notes, whatever helps you identify key information
- Make connections to historical events and processes that you already know about

The International Monetary Fund (IMF) and World Bank

The IMF and the World Bank were established at the Bretton Woods conference in 1944 and designed to achieve different but complementary ends.

The IMF was designed to defend the international monetary system, which meant in effect helping governments overcome balance-of-payments problems.

The World Bank - its proper name is International Bank for Reconstruction and Development - had the role to invest in programmes to promote post-war (WWII) reconstruction. In Europe there were few countries which did not face such a problem or which did not need help from the World Bank.

In the five decades since then, the world has changed but the two bodies have recognizably the same task.

The IMF lends money to countries which are in deep economic trouble - Mexico in the 1980s for example, Mexico again in 1995, South East Asia and Russia in the late 1990s, Argentina in 2001.

The World Bank backs these programmes with loans for specific ends. Today these often include financial support for social networks to protect the poor from some of the worst effects of the economic problems the IMF is trying to overcome.

Both institutions face intense criticism.

The IMF is accused of enforcing one-size-fits-all recommendations to countries that are too harsh in certain areas, including budget cuts and inflation. It is also criticized for withdrawing funds to a country if it does not meet its requirements, which can include cutting taxes supporting social assistance programs.

The Bank is criticised for its supposed failure to take proper account of human and environmental needs in its projects, and for being bloated and inefficient.

Both deny the charges and both are undertaking various reforms to meet the criticisms.

One of the most important reforms, they say, is a new emphasis on consulting national governments, local experts and aid organisations before laying-out policies- the so-called Poverty Reduction and Growth Strategy.

After reading:

- Summarize the history and function of this political institution.

- Think of 1-2 criticisms of the institution and write them below.

- Answer the question: how did this organization contribute to globalization?

Source: BBC website, "International Monetary Fund and World Bank". <http://news.bbc.co.uk/2/hi/business/95218.stm>.
February 11, 2011

As you read:

- Think about the 5WHs – Who? What? When? Where? Why? How?
- are there words you don't know? Try to figure out their meaning by looking at **context** or, if necessary, by looking at a dictionary
- Highlight, underline or take notes, whatever helps you identify key information
- Make connections to historical events and processes that you already know about

Kyoto Protocol

The Kyoto Protocol is an international agreement linked to the United Nations Framework Convention on Climate Change (UNFCCC). The major feature of the Kyoto Protocol is that it sets binding targets for 37 industrialized countries and the European community for reducing greenhouse gas (GHG) emissions. These amount to an average of five per cent against 1990 levels over the five-year period 2008-2012.

The major distinction between the Protocol and the Convention is that while the Convention encouraged industrialised countries to stabilize GHG emissions, the Protocol commits them to do so by contract.

Recognizing that developed countries are principally responsible for the current high levels of GHG emissions in the atmosphere as a result of more than 150 years of industrial activity, the Protocol places a heavier burden on developed nations under the principle of “common but differentiated responsibilities.”

The Kyoto Protocol was adopted in Kyoto, Japan, on 11 December 1997 and entered into force on 16 February 2005. The detailed rules for the implementation of the Protocol were adopted at COP 7 in Marrakesh in 2001, and are called the “Marrakesh Accords.”

The Kyoto Protocol is generally seen as an important first step towards a truly global emission reduction regime that will stabilize GHG emissions, and provides the essential architecture for any future international agreement on climate change.

By the end of the first commitment period of the Kyoto Protocol in 2012, a new international framework needs to have been negotiated and ratified that can deliver the stringent emission reductions the Intergovernmental Panel on Climate Change (IPCC) has clearly indicated are needed.

There are no authoritative assessments of the UNFCCC or its Kyoto Protocol that assert that these agreements have succeeded – or will succeed without changes – in fully solving the climate problem. As its name implies, the UNFCCC was designed as a broad framework, and the Kyoto Protocol's first commitment period for 2008–2012 has been its first detailed step. Both the Convention and the Kyoto Protocol include provisions for further steps as necessary.

After reading:

- Summarize the history and function of this political institution.

- Think of 1-2 criticisms of the institution and write them below.

- Answer the question: how did this organization contribute to globalization?

Sources: UNFCCC website "Kyoto Protocol". http://unfccc.int/kyoto_protocol/items/2830.php. February 11, 2011
IPCC website, http://www.ipcc.ch/publications_and_data/ar4/wg3/en/ch13s13-3-1.html. February 11, 2011

Note: Literacy organizers for these readings developed by S. Nicholson, OISE, 2011

You are **Adidas**, a powerful multinational corporation. Your goal is to make as much money as possible and you have found that the best way to do that is to pay your workers as little as possible and spend most of your money on marketing and branding. You are expanding and need to build a new textile factory to produce some of your clothing. Talk to Canada, Indonesia and Sri Lanka and decide where you will build it. Before you decide, make sure you know how much you'll be spending on wages.

You are the **Government of Canada**. You guarantee all workers a minimum wage of \$8/hour and allow them to form unions. You want Adidas to build a factory in your country to provide jobs. Make sure you talk to the Canadian workers so you can tell Adidas how much they should expect to pay factory workers.

You are the **Government of Indonesia**. You have a minimum wage of 50 cents/hour and you don't allow unions. You really want Adidas to build a factory and provide jobs and \$ for your country and are willing to get ignore the minimum wage if it means getting Adidas' business. Make sure you talk to the Indonesian workers so you can tell Adidas how much they should expect to pay factory workers.

You are the **Government of Sri Lanka**. You have no minimum wage and you don't allow unions. You really want Adidas to provide jobs and \$ for your country. Make sure you talk to the Sri Lankan workers so you can tell Adidas how much they should expect to pay factory workers.

You are a **Canadian worker**. You have a high standard of living and a high cost of living. You would like to work for \$10/hour. Your union that will ensure you have good wages, working conditions and hours. You need to talk to other Canadian workers and the Government of Canada to see if there is work at the potential new Adidas factory.

You are an **Indonesian worker**. Your family used to be farmers, but because big multinationals can produce goods much cheaper now, your goods can no longer compete in the marketplace. You have moved to the city to find a job, but they are scarce. You expect to work at the Indonesian minimum wage (50 cents/hour). Seeing as you are desperate, you will work for less than the minimum wage, but you need at least 10 cents/hour in order to pay for food. You need to talk to the Government of Indonesia to see if you can work at the potential new Adidas factory.

You are a **Sri Lankan worker**. Your family used to be farmers, but because big multinationals can produce goods much cheaper now, you can no longer make a living as your family has for generations. You have moved to the city to find a job, but they are scarce. Seeing as you are desperate, you will work for any amount, but you need at least 10 cents/hour in order to pay for food. You need to talk to the Government of Sri Lanka to see if you can work at the potential new Adidas factory.

Developed by S. Nicholson, OISE, 2011

Economic and Social Globalization Powerpoint Slides

Economic Globalization



Neoliberalism

Freedom = no government interference

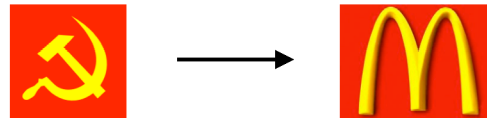
Milton Friedman's 'pencil' ideal

1989: Fall of Berlin Wall



1991: Soviet Union collapses

- Western fears of nuclear annihilation decrease
- United States the sole superpower
- Communism to capitalism
- Opportunity for Western corporations



More power to the corporations...

- New markets to buy goods
- New pools of labour to produce goods
- Capitalism stronger without communist challenge
- Multinational Corporations had existed for some time, but now they could truly become **global**
- MNC examples?

'Free' Trade

- Elimination of tariffs, taxes and regulations on industry
- Promoted by:
 - capitalist nations (especially the United States)
 - international institutions (especially WTO, IMF, World Bank)

The Good

- Free Trade makes things cheaper, more efficient and provides greater choice for consumers
 - People from all over the world connecting and doing business together
 - Less government control
 - Arguably, provides jobs and \$ to developing world economies
-

The Bad

- Power and size of undemocratic MNCs
 - mergers
 - local people powerless
- Threat to smaller, domestic businesses
- Power of WTO, IMF, World Bank

The Ugly: Environmental Impact

- no regulations...
 - increased transportation of goods and people worldwide
 - heavier industry (strip mining, monoculture farming, pesticides and preservatives)
-

Anti-Globalization Movement

- WTO protest in Seattle (1999)
- G20 protest in Toronto (2010)

Social Globalization

- Immigration —→ Multiculturalism
 - Co-existence or conflict?
 - Traveling the world
 - But for whom?
 - Internet 2.0
 - But who has access?
-

The Spread of Western Culture and Technology



- Erosion of cultural traditions
 - But cultures are always changing
- Is cultural isolation better?
 - Awareness of possibility vs. awareness of inequality

Sustainability... Another way?



Linear approach: take-make-toss
Systems approach: Closed loop
system

Developed by S. Nicholson, OISE, 2011

Multi-paragraph Assignment

- Review the notes you have taken in your notebook and on your Progress/Regress Chart, considering positive and negative aspects of globalization
- Identify 5-10 positive key points and 5-10 negative key points.
- Write a draft of the multi-paragraph based on your key points.
- Make sure to include a thesis statement and a concluding statement.
- Make sure to organize the multi-paragraph so it is clear and concise.
- Hand-in your final draft one week from today

Checklist:

- ✓ You have clearly stated a position on whether you think globalization is progress or regress overall.
- ✓ You have 5-10 positive and 5-10 negative key points in your multi-paragraph
- ✓ You have included key points on ALL four aspects of globalization covered in class: economic, political, social and technological.
- ✓ You have a thesis and a conclusion
- ✓ You have written 2-5 complete paragraphs
- ✓ You have double-checked your multi-paragraph to make sure that it is clear, concise and flows well from one idea to the next.

Developed by S. Nicholson, OISE, 2011

Annotated Bibliography

Print Resources

Bennett, Barrie, and Carol Roheiser. *Beyond Monet: The Artful Science of Instructional Integration*. Toronto: Bookation Inc., 2006.

This book provides a number of highly useful teaching strategies in a colourful, accessible format. Contains activities, handouts and strategies which can be adapted to most disciplines and most secondary grade levels, either as presented in or a modified form.

Crowley, David and Paul Heyer. *Communication in History: Technology, Culture, Society: Sixth Edition*. Boston: Allyn & Bacon/Pearson, 2011.

A textbook on the history of communication technology, with a focus on market-demand and infrastructure requirements for further development. This text contains much jargon, which may prove difficult both for student and instructor reading, though once decoded the information present is highly valuable in understanding the social and economical factors of communication technology within a society.

Ede, Andrew. *A History of Technology in Society*. Toronto: University of Toronto Press, 2011.

A university-level textbook, the text provides excellent information about the infrastructure necessary for technological development and advancement. Recommended for teacher reference, as the language may be difficult for some student readers.

Evans, Richard J. *The Coming of the Third Reich*. New York: Penguin Books, 2004.

This is the first of a huge 3-volume set that is probably the best to date dealing with this topic. This volume specifically deals with Hitler's rise to power and the collapse of civilization in Germany, though the language may prove troublesome in some sections.

Finer, Herbert. *Mussolini's Italy*. New York: Universal, 1935.

A secondary source that contains many translations of Mussolini's speeches. A good resource for instructors or students for use in research assignments.

Haberman, Arthur, and Adrian Shubert. *The West and the World: Contacts, Conflicts, Connections*. Toronto: Gage Learning Corporation, 2002.

This textbook is well-structured, written in student language and contains good literacy aids. I think the reading level is appropriate for most Grade 12 students.

Kershaw, Ian. *The Nazi Dictatorship: Problems and Perspectives of Interpretation*. London: Edward Arnold, 1989.

This work provides an excellent synthesis and evaluation of the complex historiography on Hitler and the Third Reich. Each chapter begins with an engaging critical question, however, the language is not always student friendly.

McClellan, James and Harold Dorn. *Science and Technology in World History: An Introduction*. Maryland: Johns Hopkins University Press, 2006.

This textbook offers an excellent historical overview of the history of technology, from the earliest Neolithic technological advances up to modern times. Without ignoring important Western figures, the authors take a long, hard look at none-European technological advances throughout history, weaving them together in an attempt to demonstrate how these intricate technological developments and systems came together to create what we have today, in relatively student-friendly language.

Meredith, Martin. *The State of Africa: A History of Fifty Years of Independence*. Simon & Schuster UK Inc. 2005

Very in-depth historical analysis of various African countries, from colonial days to independence to modern day affairs. It serves as a good tool for research for both students and instructors.

Noakes, Jeremy, and Geoffrey Pridham, eds. *Nazism 1919-1945: A History in Documents and Eyewitness Accounts. Vol. 1: The Nazi Party, State and Society 1919-1939*. New York: Schocken Books, 1983.

Noakes, Jeremy, and Geoffrey Pridham, eds. *Nazism 1919-1945: A History in Documents and Eyewitness Accounts. Vol. 2: Foreign Policy, War and Racial Extermination*. New York: Schocken Books, 1988.

These two volumes contain a multitude of primary sources translated into English for the period 1933-1945. As a source on Nazism, they are invaluable, though are not always student-friendly.

Quinlan, Don, Graham Draper, Pamela Perry-Globa, and Victor Zelinski. *Twentieth Century Viewpoints: An Interpretive History for the 21st Century*. Toronto: Oxford University Press, 2003.

A good textbook written in student-friendly language, containing many useful insights and activities. Activities can be performed either as individuals or in a cooperative learning environment.

Smith, Bonnie. *Europe in the Contemporary World: 1900 to the Present*. Boston: Bedford/St. Martin's, 2007

A textbook on European history primarily, this book includes an in-depth exploration of globalization through the lens of neo-colonialism. Recommended as use for teacher reference, as it is not written in student language.

Winks, Robin W., Crane Brinton, John B. Christopher, and Robert Lee Wolff. *A History of Civilization: Prehistory to the Present*. New Jersey: Prentice Hall, 1988.

A university textbook for a first year Western Civilization, it is an excellent guide for instructors and contains useful primary documents. However, the language is not very student-friendly.

Digital Resources

Roosevelt, Franklin Delano. "First Inaugural Address, March 4, 1933."

The American Presidency Project:

<http://www.presidency.ucsb.edu/ws/index.php?pid=14473>

Roosevelt, Franklin D. "Second Fireside Chat, May 7, 1933".

The American Presidency Project.

<http://www.presidency.ucsb.edu/ws/index.php?pid=14636>

The American Presidency Project was established in 1999 and contains tens of thousands of documents related to the study of the United States Presidency. It is a fantastic archive for anyone dealing with American History.

Think Literacy Cross-Curricular Approaches, Grades 7-12.

<http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy>.

This is the online version of the ministry curriculum document. It is exceedingly useful in that it supplies literary aids across a broad spectrum of grade and subject matter.

Spartacus Educational. <http://www.spartacus.schoolnet.co.uk>.

This website provides concise secondary source descriptions of international political institutions. The descriptions were written in student language and conveyed pertinent information.

Youtube: Milton Friedman interview: "Power of the Market - The Pencil"

<http://www.youtube.com/watch?v=R5Gppi-03a8&feature=related>.

This is a great short (2 minute) clip of an interview with Milton Friedman, where he describes his vision of free market capitalism using a pencil for demonstration. The clip is student friendly and offers a simple yet effective demonstration the concept.

Youtube: *The Corporation*

<http://www.youtube.com/watch?v=Pin8fbdGV9Y>.

<http://www.youtube.com/watch?v=8SuUzmqBewg&feature=fvwrel>.

These two clips comprise the first ten minutes of The Corporation, a documentary film exploring and criticizing the corporation as a prominent politico-economic institution. They show a more negative vision than the one provided by Milton Friedman, but raise some important questions about how corporations are run under free-market capitalism.

United Nations Website, "Documentation Research Guide." Accessed February 1, 2011.

<http://www.un.org/Depts/dhl/resguide/spechr.htm>.

As the official United Nations Website, this is a helpful website where the vast majority of UN documents can be found. One drawback, however, is that many earlier documents that, though published by the united nations, are not yet available on their website and many more that are not yet available in PDF versions.

Infusing 'Media Literacy' in the History Classroom

Amanda Scarlett

Media, in some shape or form, is inherent in technology. From invention to mass production, marketing and advertising, the systems which support technological development are intimately connected with and, arguably, heavily dependent on their textual and graphical media aspects. Aside from technological history, it is also exceedingly important that students are taught how to critically analyze the media which confronts them on a daily basis, from movies to video games, magazines to the pictures in their own textbooks. These mediums can prove to be an excellent resource in the history classroom, but history instructors must ensure they are teaching students the skills necessary to effectively analyze, interpret and utilize there resources.

The American-based website, **www.medialiteracy.com** offers several free publications and resources for media education across all disciplines. One of the publications offered is from the *Division of Interdisciplinary and International Studies* called "12 Basic Ways to Integrate Media Literacy and Critical Thinking into Any Curriculum." Written by Cyndy Scheibe and Faith Rogow, this 20-page article offers suggestions, explanations and connections to further resources for teachers who wish make media literacy a part of their classrooms. A good starting point for teachers who are relatively new to media education, the end of the digital booklet also provides a link to Project Look Sharp, an initiative by the *Division of Interdisciplinary and International Studies* to infuse media literacy into more classrooms.

A more theoretical work by Trena R. Walker, entitled *Historical Literacy: Reading History through Film*, discusses the importance of **correct** and **effective** integration of media into the history classroom. While championing the merits of using media, such as film, as a teaching strategy, at the same time she cautions against using it only as an attention-grabber, or as teaching style in and of itself. Walker reiterates the need implied in Scheibe and Rogow's publication about the necessity of both scaffolding and teaching the skills necessary in media literacy for these tools to become effective.

The unit I designed on "Consumerism and Technological Systems" attempts to fully integrate media education, in that students are both examining and producing media. By focusing on the history of technological **systems**, rather than merely technological **history**, students are exposed to both the interconnectedness of media in technological development, as well as are asked to produce a piece of media demonstrating their understanding of this connection. Part of this understanding is recognizing not only the difference between different media production forms, but also how different forms are employed in different ways towards a specific, target audience.

Resources

Scheibe, Cyndy and Faith Rogow, "12 Basic Ways to Integrate Media Literacy and Critical Thinking into Any Curriculum." *Division of Interdisciplinary and International Studies*, 2008. Accessed February 9, 2011.
<http://www.ithaca.edu/looksharp/12BasicWays.pdf>.

Walker, Trena. "Historical Literacy: Reading History through Film." *The Social Sciences Journal*, January/February 2006. Accessed February 9, 2011.
<http://worldroom.tamu.edu/Presentations/Making%20History%20Come%20Alive/Making%20History%20Come%20Alive%20CD/Articles/Media%20Literacy/Historical%20Literacy,%20Reading%20History%20Through%20Film.pdf>

Infusing 'Differentiated Instruction' in the History Classroom

Alexander Wright

The Ministry of Education's *Reach Every Student Through Differentiated Instruction* Brochure is a useful pedagogical tool for infusing differentiated instruction (DI) into the classroom. It is useful for those who are unfamiliar with DI, as well as those teachers who are looking to refine their DI familiarity and skills. It outlines the importance of recognizing the three characteristics of the learner – readiness, interests and preferences. It bridges the theory and the practice of DI, which is essential to any pedagogical approach. It provides various cross-curricular examples of what DI could look like in the classroom (including history), as well as a DI Continuum, which provides examples of developing, expanding and sustaining DI in the classroom. Each example ranges from little differentiation to much differentiation, demonstrating the range of possible approaches. What's great about differentiation is that most of the strategies are not limited to one subject area. They are cross-curricular. Therefore, a Geography strategy can be used in the history classroom.

Many, if not all of the approaches presented in this source can be applied to the classroom. What's important about this source is that it seeks to infuse differentiation not just as a teaching strategy, but as a classroom ethos. Furthermore, it stresses that not every class has to have much differentiation (on the right of the continuum). Sometimes a little less is good, depending on the type of lesson and students that you have. That is the whole point of differentiation: readiness, interests and preferences should dictate teaching and learning approach.

One limitation of the brochure is that it is more normative than practical. While there are examples of teaching strategies, I think it would be more useful if there were more strategies to draw on. That way, it could serve as both a normative and a practical tool.

The second source that was selected for Differentiated Teaching was *Differentiating Instruction: Continuing the Conversation*, which is part of the curriculum.org *Webcasts for Educators*. This source consists of instructional webcasts and podcasts on differentiated instruction, featuring a group of experienced educators. While the videos are quite long (over an hour), they were quite useful for a variety of reasons. Firstly, it presents various DI strategies and theories in diverse ways: educators being interviewed, educators lecturing or demonstrating different strategies in the classroom, or seeing the actual strategy being implemented in the classroom. This is important, as it gives the user the opportunity to see the strategy in action, as opposed to imagining what it will look like in reality. For example, one video demonstrates a “Thinking Out Loud” activity that incorporates differentiated learning. One limitation of the videos is that they focus more on the elementary age-groups, with less focus on the secondary age groups. While many of the DI theories and strategies can transfer irregardless of age, it is important to recognize the cognitive differences of different grades, in that there are great differences between grades 7 and 12.

The implications for student learning for differentiated instruction are that they will learn using a variety of activities, which not only breaks up learning, but allows them the choice to work in a way that caters to their learning style. This will greatly enhance learning, and make the students more comfortable with it. Both these sources are useful for

educators, in that they differentiate the way the strategies and theories are presented, and provide a good source of strategies to draw upon.

When developing my activity, I incorporated various differentiated instruction techniques and strategies (i.e. Think/Pair/Share, choice between Venn Diagram and Mind Map, individual, pairs, and larger group activities). I find that this breaks up the learning, and keeps the students engaged. It also caters to different learning styles without making it obvious, and this helps maintain an equitable and inclusive classroom.

Resources

Webcasts for Educators. *Differentiating Instruction: Continuing the Conversation*. March 29, 2006.

Accessed February 10, 2011.

<http://www.curriculum.org/secretariat/march29.shtml>

Ontario Ministry of Education. *Reach Every Student Through Differentiated Instruction*. 2008.

Accessed February 10, 2011.

<http://www.edugains.ca/resourcesDI/Brochures/DIBrochureOct08.pdf>

Infusing 'Cooperative Learning' in the History Classroom

Kristen Stenzel

Cooperative learning is a teaching strategy that involves having students who are at different levels working together to complete a learning task together. This requires those students who are stronger in a subject area and those who are weaker in a subject area to work collaboratively in order to learn the same things, helping both the stronger and weaker students to learn in a group environment.

In The teacher's Role in Implementing Cooperative Learning in the Classroom by Adrian F. Dillenbourg, Pierre Gillies, and Robyn M. Ashman, an in-depth look at cooperative learning is made. The authors examine the implementation of cooperative learning as well as its researched benefits, its role in promoting critical thinking, and its benefits when creating inclusive classrooms. This book stresses the benefits of cooperative learning to students of all ages and all abilities, both in socialization and learning environments.

In *Educational Psychology* by Anita E. Woolfolk, Philip H Winne, and Nancy E Perry, cooperative learning is described both by its effectiveness as well as by its ability to motivate students. When working in a group, students want to motivate each other in order for everyone to be successful. Furthermore, cooperative learning is described thus:

When the task involves complex learning and problem-solving skills, co-operation leads to higher achievement than competition, especially for students with lower abilities. Students learn to set attainable goals and negotiate. They become more altruistic. The

interaction with peers that students enjoy so much becomes a part of the process.[1]

When cooperative learning is described the way it is above, it is easy to see how it can promote student success. The student who once looked at a learning task with trepidation can now see the same task as a opportunity to socialize, while possibly not even realizing how much they are learning in the process.

For all of these reasons I felt that it was important to incorporate cooperative learning into my activity for our unit. While working to explore the question “what is progress” students take a look at the legislation surrounding human rights. This legislation is sometimes long and often difficult to understand, and as such requires critical thinking from students. Because of this, I felt that it would be a good idea to infuse cooperative learning into this task by first having students examine this legislation in groups and then to share their information with the rest of the class. In this way, students are working together toward the same goal and ensuring their own and each others’ success.

Resources

Dillenbourg, Adrian F., Pierre Gillies, and Robyn M. Ashman, *The Teacher's Role in Implementing Cooperative Learning in the Classroom*. Springer US, 2007.

Woolfolk, Anita E., Philip H Winne, and Nancy E Perry et al., *Educational Psychology*. Toronto: Pearson, 2010.

[1] Anita E. Woolfolk, Philip H Winne, and Nancy E Perry et al., *Educational Psychology*. (Toronto: Pearson, 2010), 401.

Infusing 'Creative Controversy' in the History Classroom

Tom Osborne

A major component of my activity is to conduct an academic controversy debate thereby preparing the students for the unit's culminating task. According to Angela Harwood and Carole Hahn, "a controversial issues discussion is defined as reflective dialogue among students, or between students and teachers, about an issue on which there is disagreement." (Harwood and Hahn, 1) Since the ensuing dialogue (or debate) allows for differing points of view, the skills infused by a creative controversy are invaluable not just for history students but any student. It will prepare students for their roles as citizens in a pluralistic democracy, it will develop critical thinking skills and will lastly improve interpersonal skills.

Pat Clarke outlines four key steps necessary when conducting an academic controversy debate. The first is outlining what the issue is about. For my particular activity, the key controversial question I am posing to students to debate is: "Be it resolved that the most effective system of government to pull a country out of a depression or recession is fascist." By responding to this question, students will quickly get to the heart of the issue. "This element of the strategy helps students get past some frustration that can be experienced in trying to understand an issue. It also gives them a chance to analyze an issue dispassionately before any consideration of the merits of a case." (Clarke, p.2) Once students have determined what the issue is about, they will begin to consider the arguments supporting the various positions on the issue. According to Clarke, this step is analytical in nature since it requires a judgment concerning the content of an argument. The third step is asking the question what is assumed or what are the assumptions or what

is considered self-evident in the presentation of arguments. The fourth and final step is asking the question how is the argument being manipulated. This teaches students to look and evaluate how information can be “selected, emphasized, or ignored according to its value to various positions on an issue.” (Clarke, p.4).

While Clarke does an excellent job outlining the steps making a controversial debate, no suggestions are given how to actually implement such a debate in the classroom. Theory should always be infused with practical applications which is why the article by Harwood and Hahn was significantly more useful for me. They not only outlined the overall effects of controversial issues discussions (students participating in controversial classroom discussions often reported more positive political attitudes and higher participation in political activities) but also provided key considerations for implementing controversial issues discussions in the classroom. They outline how conducting academic controversy debates is an art that requires skill and practice. Some of the considerations they mention are: preparing students for discussion (guidelines for interaction), providing adequate information sources, establishing an open discussion climate, maintaining focus and direction, ensuring intellectual balance, encouraging equal participation and expressing our own views. Their suggestions, for me, were very practical in terms of thinking about the strengths, limitations and challenges of conducting an academic controversy debate. Though, like everything else, just because something worked well in one class does not necessarily mean it will be equally effective in another.

Resources:

Harwood, Angela M. and Carole L. Hahn. “Controversial Issues in the Classroom”.
Bloomington: ERIC Clearinghouse for Social Studies, 1990.

Clarke, Pat. “Teaching Controversial Issues: A Four-Step Classroom Strategy for Clear Thinking on Controversial Issues.” BCTF/CIDA Global Classroom Initiative, 2005.

Infusing 'Systems Theory' in the History Classroom

Scott Nicholson

In “Escaping Myopia: Teaching Students about Historical Causality”, Scott Waring makes a passionate and persuasive case for the importance of having students understand that history does not unfold as a linear chain-of-events. While it is crucially important for students to understand the chronology of historical events and the causal relations between them, it is equally crucial for them to recognize that there are numerous causes of any particular event and numerous effects of any particular cause. As I understand him, Waring suggests that history should not be understood as a linear chain, but rather as a web of relationships that develops and becomes visible through time.

I strongly agree with Waring’s perspective and have tried to incorporate a deeper understanding of the complexities of historical relationships into my lesson on globalization. After getting students to brainstorm on technologies related to globalization, the lesson directs the teacher to draw the results of the brainstorm in a timeline on the blackboard. Later in the lesson, the teacher should draw a parallel timeline recording the establishment and period of influence of international political institutions. This will provide a visual comparison between international political institutions and globalization technologies. Finally, during the Socratic questioning part of the lesson, the teacher should draw two more timelines for the social and economic aspects of globalization. This will allow students to visually appreciate the causal and chronological interrelationships between historical events, recognize trends that may otherwise have remained obscure and better answer the critical question of the lesson: on the whole, was globalization

progress or regress?

In my related studies course, Environmental and Sustainability Education, our class read an article by the physicist and environmentalist Fritjof Capra, which I have decided to reference here in the Research into Practice component of the unit. Although this article may seem irrelevant to the history curriculum, I believe to the contrary that it is highly relevant because it provides a model for reconceptualizing history.

As mentioned above in the review of Scott Waring's article, history is commonly presented as a linear series of prominent events linked by singular causes and effects. However, it would be much more accurate and informative to present it as a system of interrelated causes and effects. Capra underlines the importance of learning the many possible effects that our actions can have on both local and global cultures and environments. Humans are just as much a part of the living world as any other animal and thus I believe that an ecological, systems-based approach to history would help students come to more accurate and more conscientious appreciations of the relationships between the past, present and future.

Especially with an issue like globalization, a complex set of phenomena that is the result of a variety of causes, and which in one way or another is impacting every culture and environment on earth, it is crucial that students appreciate that it is best explained through relationships and processes, not through lists of events. This is not to say that events are unimportant. I reference many events in my lesson, but only as markers to help students understand what I believe to be more fundamental: historical processes and relationships.

I have infused Capra's Systems Theory into my lesson in a variety of ways. Besides

drawing the parallel timelines mentioned above, the globalization lesson asks teachers to present technological, political, economic and social dimensions to globalization. Students are then encouraged to make the connections between these dimensions. On the basis of their understanding of the processes and historical interrelationships related to globalization, they are then asked to make a value judgment on globalization by writing a multi-paragraph detailing some of its positive and negative aspects and then deciding on which side weighs most.

Resources:

Capra, Fritzjof. Speaking Nature's Language: Principles of Sustainability. From: Stone and Barlow, Ecological Literacy, 2005

Waring, Scott. Escaping Myopia: Teaching Students about Historical Causality, History Teacher 43 no.2, 2010